



THE INFLUENCE OF READING INTEREST AND SELF-EFFICACY ON READING COMPREHENSION OF THE TENTH GRADE STUDENTS AT AS-SHOFA ISLAMIC SENIOR HIGH SCHOOL PEKANBARU

THESIS

Submitted to State Islamic University of Sultan Syarif Kasim Riau
In Partial Fulfillment of the Requirements for the Degree
of *Magister* in English Education

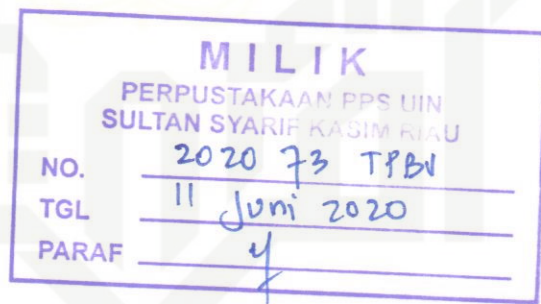


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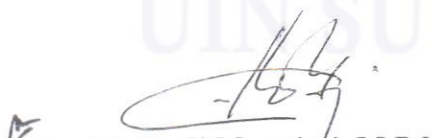
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Appendix 8	Results of Students' Try Out

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TRANSLITERATION GUIDELINES

A. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh

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ا	‘Ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	‘
ي	Ya	Y

B. Double Consonant

The double consonant is written *double* *العامه* written *al-ammah*.

C. Short Vowel

- a. Fathah is written *a*, for instance قال
- b. Kasrah is written *i*, for instance قيل
- c. Dhomah is written *u*, for instance دون



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D. Double Vowels

او is written *a*, او is written *uw*, اي is aritten *ay*, and اي is written *i*.

E. Ta' Marbuthah

The stopped Ta' Marbuthah in the last verse *h*, for instance

الرسالة للمدرسة is written *arisalat li al-madrasah*.

F. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*.

G. Capital Letter

The capitalization is adjusted with the enhanced Indonesian Spelling.

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ABSTRACT

Muhammad Ramadhan Arif (2019) : The Influence of Reading Interest and Self-Efficacy on Reading Comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru

This research was aimed to investigate the influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru. The data were collected through reading interest questionnaire, self-efficacy questionnaire and a reading comprehension test. This research was correlational research design using quantitative method. The subject of the research was the tenth grade students of As-Shofa Islamic Senior High School Pekanbaru consisting 5 classes. The research sample was taken by using proportional stratified random sampling technique from 5 of which each class had different numbers of students. The total population was 150 students and the total sample was 50 students. Pearson's product moment and multiple regression formula were used to analyze the data. The research findings showed that first, there was no significant influence of reading interest on students' reading comprehension whereby $0.268 > 0.05$. Second, there was a significant influence of self-efficacy on students' reading comprehension whereby $0.012 < 0.05$. Third, there was a significant influence of reading interest and self-efficacy on students' reading comprehension whereby $0.034 < 0.05$ at As-Shofa Islamic Senior High School.

Keyword : Reading Interest, Self-Efficacy, Reading Comprehension



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ABSTRAK

Muhammad Ramadhan Arif (2019) : Pengaruh Minat Baca dan Efikasi Diri Terhadap Pemahaman Membaca Siswa Kelas Sepuluh di SMA Islam As-Shofa Pekanbaru

Penelitian ini bertujuan untuk menginvestigasi pengaruh minat baca dan efikasi diri terhadap pemahaman membaca siswa kelas sepuluh di SMA Islam As-Shofa Pekanbaru. Data dikumpulkan melalui kuesioner minat baca, kuesioner efikasi diri dan tes pemahaman membaca. Penelitian ini adalah penelitian desain korelasi menggunakan metode kuantitatif. Subjek penelitian adalah siswa SMA As-Shofa kelas sepuluh terdiri dari lima kelas. Pengambilan sampel pada penelitian ini melalui metode sampel acak berstrata proporsional dari lima kelas yang masing-masing kelas memiliki jumlah siswa yang berbeda. Jumlah populasi 150 siswa dan sampel 50 siswa. Momen-produk Pearson dan regresi berganda digunakan untuk menganalisa data. Hasil akhir dari penelitian ini menunjukkan bahwa pertama, tidak ada pengaruh signifikan minat baca terhadap pemahaman membaca dengan nilai $0.028 > 0.05$. Kedua, adanya pengaruh signifikan efikasi diri terhadap pemahaman membaca dengan nilai $0.012 < 0.05$. Ketiga, adanya pengaruh signifikan antara minat baca dan efikasi diri terhadap pemahaman membaca dengan nilai $0.034 < 0.05$ di SMA Islam As-Shofa Pekanbaru.

Kata Kunci Minat baca, Efikasi diri, Pemahaman Membaca



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ملخص

محمد رمضان عارف (2019): تأثير الرغبة في القراءة والكفاءة الذاتية في فهم القراءة لدى طلاب الصف العاشر في المدرسة الثانوية الإسلامية الأهلية الصفا بكنبارو.

تهدف هذا البحث إلى بحث عن تأثير الرغبة في القراءة والكفاءة الذاتية في فهم القراءة لدى طلاب الصف العاشر في المدرسة الثانوية الإسلامية الأهلية الصفا بكنبارو. تم جمع البيانات من خلال استبيانات الرغبة في القراءة واستبيانات الكفاءة الذاتية واختبارات فهم القراءة. هذا البحث بحث تصميم الارتباط باستخدام الطريقة الكمية. فأما فرد هذا البحث فهو طلاب الصف العاشر في المدرسة الثانوية الإسلامية الأهلية الصفا بكنبارو وهم من خمسة فصول. أخذ العينة في هذا البحث من خلال طريقة أخذ العينة العشوائية الطبقية النسبية من خمسة فصول، عدد الطلاب لكل فصل مختلف. عدد المجتمع 150 طالبا والعينة 50 طالبا. يتم استخدام شخصية الإنتاج والانحدار المتعدد لتحليل البيانات. تشير النتائج النهائية لهذا البحث إلى أنه أولاً، لا يوجد تأثير كبير من رغبة في القراءة على فهم القراءة بقيمة $0.028 < 0.05$. ثانياً، هناك تأثير كبير من الكفاءة الذاتية على فهم القراءة بقيمة $0.012 > 0.05$. ثالثاً، هناك تأثير كبير من الرغبة في القراءة والكفاءة الذاتية على فهم القراءة بقيمة $0.034 > 0.05$ في المدرسة الثانوية الإسلامية الأهلية الصفا بكنبارو.

الكلمات المفتاحية: الرغبة في القراءة، والكفاءة الذاتية، فهم القراءة.



CHAPTER I INTRODUCTION

1.1 Background of the Study

Everyone would agree that reading is one of the important language skills for students to possess in learning English. They need to understand and build the meaning of what they read in order to get information and add their knowledge from written texts. According to Anderson (1985, p. 148), reading is the process of constructing meaning from written texts. It is one of the complex skills requiring the coordination of a number of interrelated sources of information. Reading not only involves seeing the texts, but also absorbing the meaning. In other words, it is an activity to provide a response or reaction which produces the understanding.

According to William (1998), there are two kinds of reading, initial reading and reading comprehension. Initial reading refers to the activities done by someone who is in the beginning level of learning to read. He is still learning how to read alphabets, letters, words, and phrases. On the other hand, reading comprehension refers to an activity that aims to understand a particular text, starting from literal the meaning of sentences to the interpretation of the text. According to Tarigan (2008) reading comprehension is a kind of reading that aims to understand what is being read that is to examine more carefully the reading material in context. Therefore, readers need to use all their capabilities in order to digest the contents of what they are reading. With this ability, the readers can achieve the ultimate goal of reading, that is, a full understanding of a text.



According to Harras (1997), the factors that affect the level of reading comprehension depend on (1) students, (2) the family, (3) culture, and (4) the situation of the school. Students must concern their learning as well the parents support their learning by giving a guidance at home which includes learning the cultures. Also, the school plays a role to facilitate a convenient situation and tools for the students.

Furthermore, teachers have an important role in facilitating students as the readers, the reading text and the text author (Wallace, 2003). Here, the teacher becomes a mediator of comprehension in delivering meaning and moral lesson of a text to the students. While comprehending the text, the students are showing their attitudes, motivation, background knowledge and personal interests.

English as a Foreign Language (EFL) means using English as an additional language in a non-English speaking country. Here, English does not play a historical and governmental role; rather, it is used as a tool for international communication, education, and so forth. Indonesia is one of the countries that applies EFL. In the context of Teaching English as a Foreign Language in Indonesia (TEFLIN), the teacher mostly focuses his/her teaching on reading skill rather than other three skills in the English class.

There are two general reasons why reading skill gets more emphasize in teaching English as a foreign language in Indonesia. First, English is used by the students in Indonesia when they learn this subject in class but they do not practice reading much outside. Also, English teaching is performed by using both English



and Bahasa Indonesia with different percentages, or even overall in Bahasa Indonesia (Hadi, 2006). Consequently, the students are not active to use English outside the class as teachers use more Bahasa Indonesia than English as a matter of fact.

Second, reading comprehension is a skill that is difficult and complex. This is evident from the literacy levels of students at senior high schools which is still quite low. One of the activities that reveals the lack of reading comprehension is the Program for International Student Assessment (PISA) in 2015. It showed the level of literacy of Indonesia was placed 62th from 72 countries participating in the test. The average of reading score result was 397, while the literacy score of the OECD (Organization for Economic Co-operation and Development) was 500 (Kompasiana, 2018).

As-Shofa Islamic Senior High School is one of the prestigious schools in Indonesia located in Pekanbaru, Riau province. At this school English is taught four hours a week with a time allocation of 80 minutes for one meeting. Based on the syllabus for the tenth grade of Senior High School, three reading texts are taught at this level; that is, descriptive text, recount text and narrative text. This school implements the 2013 Curriculum which integrates the four skills (speaking, listening, reading and writing) in English subject. However, reading is the main material through which three other skills are integrated.

The minimum score for English subject at this school is 75 which is not for the students at As-Shofa to reach. It is noted in the context of EFL reading is



considered as the most dominant skill. In other words, the score of 75 reflects reading comprehension score. According to Bradford (2007) and Hadi (2019), Indonesian school students have unsatisfactory English proficiency and communication ability. Also, Indonesia is one of the countries which is in the low English proficiency level internationally (EF EPI, 2018).

Based on preliminary research conducted at As-Shofa Islamic Senior High School on July 22nd 2019, many students of the tenth grade had difficulties in comprehending the reading texts and could be categorized as poor readers. It was proven when the researcher interviewed and shared ideas with an English teacher there. It was informed that some of the students had difficulties to determine main idea, find the specific information, find the refence, find the inference and understand vocabulary. They got difficulty in answering the questions from the text. Based on the problems above, some of the students failed to achieve the minimum standard score for English subject at this school. The students' achievement indicated that their reading comprehension was not significant yet to reach the target.

Some gaps were discovered between policy theory and practice. It can be seen by following description. The students had low score in reading comprehension although they have high interest in reading textbooks, novels, stories, text and etc. They also had high belief in their capability to produce specific outcomes. According to Fahrurrozi (2017), there is a significant correlation between reading interest with reading comprehension. His idea matches the statement about self-



efficacy made by Barkley (2006) who stated that students' self-efficacy beliefs were statistically and significantly correlated with reading comprehension.

Reading comprehension refers to a sophisticated interaction toward automatic and strategic cognitive processes that allow the reader to build mental description of the text (Broek & Espin, 2012). Various programs are designed to improve reading comprehension. However, many students progress each year without the necessary reading skills. In general, reading comprehension includes numerous factors that will assist the students in learning. They are background knowledge, vocabulary, and fluency.

Background knowledge involves both students' experience and literary knowledge. It helps students connect what they already know to the text they are reading. This condition will make them to become active readers. Mastering vocabulary means recognizing a word's definition, useful context clues, part of speech etc. It will help students improve their reading comprehension. Fluency in reading allows students to keep information with accuracy, expression and increased speed. The ability to read fluently develops through reading practice. The students who become fluent readers will use less time to interpret the meaning of words and more time to analyze the overall meaning of the sentences. (Hart, 2010)

However, in the context of As-Shofa Senior High School, there are two other factors influencing reading comprehension that have not been explored. The first factor is reading interest. Interest in reading is the desire of the individual to do the reading. Reading interests will be able to grow if someone early accustomed to

Based on the explanations and problems above, the researcher was encouraged to conduct a research particularly concerns reading comprehension entitled **“The Influence of Reading Interest and Self-Efficacy on Reading Comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru”**.



1.2 Statement of the Problem

Reading should be given the greatest attention in any level of education. Similarly, Moats (2005) and Westwood (2008) said that reading is the fundamental skill upon which all levels formal education involve. It means that students who do not learn reading will not easily master other skills and gain desired knowledge.

As-shofa Senior High School is one of the reputable schools in Pekanbaru. Nonetheless, reading comprehension still becomes the problem that students face in English class. Based on the background of the study above, many students were not able to comprehend the text well. They had difficulties to determine main idea, find the specific information, find the refence, find the inference and understand vocabulary of a text. Therefore, they had difficulty in answering the questions from the text.

The National Reading Panel (2000) describe five points that teacher should apply when teaching students to read or to help them in improving reading skills. These points are understanding strategy instruction, guided oral reading practice, phonemic awareness, teaching in phonetics and vocabulary instruction. That is to reading comprehension is influenced by linguistic and non-linguistic factors. Linguistic factors are the factors that affect the language, whereas non-linguistic factors are the factors that affect things outside the language. Linguistic factors encompass grammar, vocabulary, spelling etc. Non-linguistic factors encompass background knowledge, reading interest, self-efficacy, etc.



Reading interest and self-efficacy are two of the factors that contribute to influence students' reading comprehension. Rahayu (2009) stated that reading interest is a condition when someone can feel happy in reading, and also know the advantages of reading. Self-efficacy refers to an individuals' belief in their capacity to achieve specific tasks which has a strong influence on levels of persistence and the choices they make regarding which activities to pursue (Mills, 2006).

Furthermore, As-Shofa Senior High School is the school where students from educated middle-class to upper-class family are enrolled. Because of this, it has potential for the students to have good reading interest and self-efficacy. According Krueger (2004), various contributions support the view that financial constraints significantly impact on educational attainment.

There have been some researches that investigate the influence of reading interest or self-efficacy on students' reading comprehension at other schools and universities. However, it is not yet known whether in the context of As-Shofa Senior High School, reading interest and self-efficacy influence reading comprehension. For this reason, As-Shofa was chosen as the plac to conduct the reasearch.

1.3 Delimitation of the Problem

This research focused on the influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru. It has been known that there are twelve kinds of text in English; namely, descriptive, procedure, review, recount, narrative, report, spoof, advertisement, announcement, anecdote, new item and explanation text.

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Considering time, energy and budget, this research was only limited to narrative, descriptive, and recount texts as English material in the reading test. The difficulty level of the texts tested was average.

In order to measure students' reading comprehension, students were asked to examine more carefully the reading materials. This activity was limited to answering multiple choices in the reading test. Furthermore, reading interest and self efficacy were measured by using a set of questionnaire. The multiple choice test and questionnaire were intended to simplify the data analysis and to make it easy for the students to answer.

1.4 Purpose of the Research

This research was conducted to fulfill the following objectives:

To investigate the influence of reading interest on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

To investigate the influence of self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

To investigate the influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.



1.5 Research Questions

Based on the limitation of the problem above, the research questions are formulated in the following questions:

Is there any significant influence of reading interest on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru?

Is there any significant influence of self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru?

Is there any significant influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru?

1.6 Significance of the Research

Rahim (2005) pointed out that reading interest is a strong desire accompanied by someone's efforts to read. Someone who has high reading interest will be seen in his willingness to get reading materials and read them on his own consciousness or encouragement from outside. According to Bandura, self-efficacy is the main factor that constitutes one's self system (cognitive skills, attitude and abilities, including self-efficacy) and becomes fundamental on how individuals perceive, respond and cope the situations in daily life. Thus, this factor also gives contribution to students' learning.

Reading has an important role in learning English. The students especially at senior high school should learn reading. They should master and comprehend the

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materials. It is very essential for the students to have reading interest and self-efficacy finding their capability, in what part that they should develop and they make themselves feel confident. These two aspects improve student's reading comprehension.

This research is expected to be useful, especially in teaching reading theoretically and practically. Theoretically, the results of this research are expected to verify whether the theories which state that there is a significant influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru

Practically, this research is expected to be able to create positive contribution to the students' reading interest and self-efficacy so that they can learn to comprehend the text well by knowing these factors. Also, this research is hopefully able to find the solution to the problems that students face in reading comprehension.

This research also helps the teacher to pay attention to other aspects outside teaching preparation like students' reading interest and self-efficacy. Knowing these aspects, the teacher is encouraged to be more careful and creative to provide suitable material especially in reading comprehension. Thus, the teacher can provide good teaching and create an active learning process. Furthermore, the findings of the research are expected to provide some forms of empirical data for future studies.



1.7 Definition of Key Terms

A number of terminologies are used in this research. So, in order to avoid misunderstanding and misinterpretation, the terms used are defined as in the following:

Reading Interest refers to the motivation to read, to respond affectively, to seek, and to enlarge self-understanding and sense of self-worth through reading (Mark, 2004, p. 50). On its own part, reading interest is individual needs in understanding and self-curiosity through reading. In this study reading interest refers to the reading interest of the tenth grade students at As-Shofa Senior High School Pekanbaru.

Self-Efficacy refers to a particular type of expectancy related to one's belief in his or her ability to accomplish a specific action or series of actions needed to produce a result (Bandura, 1997). In this study self-efficacy refers to the self-efficacy of the tenth grade students of As-Shofa Senior High School Pekanbaru.

Reading Comprehension refers to a multi-constituent that consists of many interactions between readers and what they carry to the text (prior knowledge, experience, strategy use) as well as aspects pertaining to the text itself (Janet, Sharon & Allison, 2007).

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theories and previous studies that are relevant to the investigation of the influence of reading interest and self-efficacy on students' reading comprehension. The chapter covers reading comprehension, reading interest, self-efficacy, relevant research, operational concept, assumption and hypothesis. The details of theoretical review and conceptual framework are presented below.

2.1 Reading Comprehension

2.1.1 Understanding Reading Comprehension

Reading plays a key role by which people communicate with each other through written texts with comprehension. Various theories on reading may come up with different definitions but with the same meaning as can be seen as in the following:

According to Anderson (1985, p. 148), reading is the process of constructing meaning from written texts. Pardo (2004) stated that comprehension is an action that the readers establish meaning by associating with text through background knowledge, experience, information in the text, and the readers' perspective to the text. Comprehension is an active process which the readers brings their individual attitudes, interests, and expectations to the texts.

Reading comprehension consists of not only readers' responses to text but also other components. It refers to a sophisticated interaction toward automatic and



strategic cognitive processes that allow the reader to build mental description of the text (Broek & Espin, 2012). Furthermore, Janet, Sharon and Allison (2007, p. 8)

stated reading comprehension is a multi-constituent that consists of many interactions between readers and what they carry to the text (prior knowledge, experience, strategy use) as well as aspects pertaining to the text itself (interest in text, understanding of text types). In other words, reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experience.

Reading is an interactive process between reader's prior knowledge about given topic and what the author writes. There are two concepts of reading comprehension (Nunan, 1991):

1) Bottom-up

Bottom-up is the process to find out the information only after the act of reading activities. It means that the readers' understanding of the text will depend on the meaning of the words, sentences, and paragraphs. The meaning of the words contributes to the meaning or a sentence, a sentence to a paragraph and so on.

2) Top-down

Top-down reading is the process where the reader can find out the information of the text and understanding the text based on their knowledge about the text. Many readers do not fully understand about the text, because

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they have not appropriate background knowledge about it. In order to read confidently, students should understand what they read.

Nuttall (1985) stated that there are five reading skills that should be mastered by reader to comprehend the text deeply, they are as follows:

Determining main idea.

Determining idea refers to an ability finding the main point of the text by reviewing the text and looking for repetition of ideas/words.

b. Finding the specific information or part of text

Finding the specific information or part of text is detecting for the certain information related to the objective in mind.

c. Finding reference

Reference is the intentional use of a thing to point something else in that one provides the required information to interpret the other. Finding reference refers to interpreting and determining one linguistic expression to another.

d. Making inference

Inference is summary or conclusion drawn based on the text. Finding Inference refers to the reader imply, understand, and conclude the texts or passages.

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Understanding Vocabulary

Understanding vocabulary means comprehending what the certain word means. When someones' vocabulary mastery improves, comprehension will be deeper and more accurate. Since comprehension is main objective of reading, the reader cannot underestimate the importance of vocabulary development.

2.1.2 Categories of Reading Comprehension

Brown (2001) stated that there are two categories of reading comprehension as follows:

1) Microskills for reading comprehension:

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunks of language of different lengths in short-term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core of words, interpret word order patterns and their significance.
- e. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.

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© Halk Cipta milik UIN Suska Riau The Islamic University of Sultan Syarif Kasim Riau Macroskills for reading comprehension

- a. Know compacted devices in written text and their role in signaling the relationship between and among clauses.
- b. Know the rhetorical forms of written text and their significance for interpretation.
- c. Know the communicative functions of written texts both form and purpose.
- d. Conclude context that is implicit by using prior knowledge.
- e. Conclude links and connections events, summarize causes and effects, and find the relationship in main idea, supporting idea, new and given information, generalization, and giving examples.
- f. Differentiate between explicit and implicit meaning.
- g. Find culturally certain references and interpret them in a circumstance of the suitable cultural schemata.
- h. Establish and use reading strategies, such as scanning and skimming, knowing the meaning of words from context, and activating schemata for the interpretation of texts.

On the other hand, Rivers and Temperley said that the macro-skills imply the reader's focus on the larger elements such as (Nunan, 2001);

- a. To obtain information for some objectives or have curiosity about some topics.
- b. To obtain instruction on how to perform some tasks for work or daily life.

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- c. To act in apply, play a game do the puzzle
- d. To keep in touch with friend by correspondence or to understand business letters.
- e. To know when and where something will take place and what is available
- f. To know what is happening or happened
- g. For enjoyment or excitement

Finally, skilled reader may employ one type of process more than the other when the situation allows them to do this without affecting their comprehension. However, less able readers may tend to rely too much on one type of processing with the results of poorer comprehension.

2.1.3 The Process of Reading Comprehension

There are some processes that involve in teaching reading comprehension to the student that gets difficulties. Janette, Sharon and Allison (2007, p. 9) described five basic comprehension processes that work together simultaneously and complement one another, they are:

1. Microprocesses

Microprocessing refers to the reader's initial chunking (remembering information by separating it into small groups) of idea units within a sentence.

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2. Integrative Processes

As the reader proceeding through a sentence, he is processing more than the individual meaning units within some sentences.

3. Macroprocesses

Ideas are understandable and easy to remember when the reader is capable of organizing them in a coherent way.

4. Elaborative Processes

When someone reads, he uses background knowledge and make inferences beyond points explained explicitly in the text.

5. Metacognitive Processes

Metacognition refers to reader's intentional awareness or control of cognitive processes. The metacognitive processes that the reader uses are those involved monitoring understanding, selecting what to remember, and regulating the strategies used when reading.

The teacher can provide the students by teaching fluency skills for comprehension on reading. A few pointers to facilitate fluency include the following:

- 1) Monitor students' progress in reading by asking them to read information passages at the grade level you are teaching. Calculate the correct words read per minute. Ask students to see their improvement by graphing results.
- 2) Ask students to reread difficult passages.

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- 3) Ask students to work with peer partners to read and reread passages.
- 4) Identify key words and proper nouns and pre-teach prior while asking students to read text.
- 5) Students' fluency increases when they listen to books or text on tape prior to reading independently.
- 6) Give opportunities to students to showcase their reading by asking them to prepare a passage or dialogue to read aloud to the class.
Advanced preparation applies students to read and reread material—an effective practice for increasing fluency.
- 7) Names of people, places, and things are often difficult to read; teach these prior to reading.

The good readers should have skills and strategies as follows:

- 1) Quick and accurate word reading
- 2) Applying goals for reading
- 3) Making the structure and organization of text
- 4) Monitoring their understanding while reading
- 5) Creating mental notes and summaries
- 6) Making predictions about what will occur, checking them as they go along, revising and evaluating them.
- 7) Capitalizing on what they know about the subject and combining that with the new learning
- 8) Making inferences

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- 9) Using mental images such as visualization to help them in memorizing or understanding events or characters.

2.1.4 Assessing Reading Comprehension

Assessment refers to a systematic approach to collect information and make inference about students' ability which can be done by test, interview, observation, questionnaires (Richards & Schmidt, 2002). According to Brown (2004), assessment is an ongoing process that encompasses a much wider domain. Thus, assessment is a process to know students' ability by using instruments of collecting information. Brown (2004) mentioned some possible activities which can be done in term of selective reading, they are:

a. Multiple-Choice

The most popular method of assessing the reading comprehension is multiple-choice format. Its purpose is to make it easier to administer and can be scored quickly.

b. Matching Tasks

In this type, the students are simply to respond correctly by matching reading material with the appropriate format. Thus, the students are required to observe the pragmatic interpretations of a signed and labeled things.

c. Editing Tasks

In terms of editing task, it refers to a method for assessing linguistic competence in reading. In this type, the students are required to edit and detect the errors in the written passages.

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Picture-Cued Tasks

In this term, the students look at picture-cued tasks for perceptive recognition of symbols and words. They read a sentence or passage and choose one of pictures to be described.

Gap-Filling Tasks (Fill in the Blank)

In this type, the students are required to complete the sentence by filling the blank.

In this research, multiple choice is recommended, because it is more reliable than other assessments. McDonald (2002:83) stated that the multiple choice format can be used to asses a wide range of learning outcomes across all cognitive levels. Multiple choice items are adjustable to all types of subject matter; their scoring is accurate and efficient and they provide students with practice for the type of items that they are possibly encountered on mostly exams.

2.1.5 The Ways to Improve Reading Comprehension

Reading comprehension is very important to be mastered. To comprehend reading, someone should know the strategies and ability to understand the meaning. Brown (1994, p. 291) pointed out that the aim of teaching reading is to make students become effective readers. In order to get the target, the teacher needs to use the strategies of reading comprehension. Some strategies are related to bottom up procedures and others enhance the top-down process. It means that, there are some ways in order to improve students' reading text comprehension. They are as follows:



Identify the purpose of reading

Efficient reading consists of clearly identifying the purpose in reading something. The teacher knows what he is looking for and discard potential distracting information. Whenever the teacher is teaching a reading technique, make sure students know their purpose in reading something.

b. Use efficient silent reading techniques for relatively rapid comprehension

If the teachers are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. However, intermediate level students do not need to be speed-readers, but the teachers can help them increase efficiency by teaching a few silent reading rules:

- 1) Try to visually perceive more than one word at a time, preferably phrases.
- 2) Unless a word is absolutely critical to universal understanding, skip over it and try its meaning through its context.
- 3) Teachers do not need to "pronounce" each word.

c. Skimming

In skimming the reader focuses on silent reading and goes through text quickly, no need to notice every word but try to get the main idea of what the text is about. This is also known as getting the gist of the text. The more background knowledge that a reader brings to skimming, the faster the skimming speed is likely to be. Skimming gives readers the benefits to predict

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the objective of the passage, the main topic, and some of the developing or supporting ideas.

d. Scanning

Scanning is fast searching for some certain piece of information in a text.

It is a practice that asks students to find out names or dates, to find a definition of a key concept, or to list certain specific information without reading the whole text. For academic English, scanning is absolutely significant.

e. Semantic mapping or clustering

Readers can easily be confused by a long sequence of ideas or events.

The strategy of semantic mapping or grouping ideas into meaningful clusters help the reader provides solution to the passage. Making semantic maps can be done individually, but the students can make for a productive group work technique as they collectively induce order to a passage.

f. Guessing

The students can use guessing for their advantage to guess about a cultural reference and content messages. The teacher can assist students to become correct guessers by motivating them. This is the effective strategy that students fill gaps in their competence by using whatever hints are accessible to them.

Based on the points above, there are many ways to comprehend when reading.

It is better to analyze and choose which one is appropriate and easier for students to comprehend in reading.

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2.1.6 Factors Influencing Reading Comprehension

Reading comprehension is related to factors that are known to influence the comprehension for all readers. These factors involve individuals and situational factors. According to Donoghue (2006, p. 75), these two factors can be classified into some point as follows:

a. Purpose

Purpose focuses on the readers' attention and helps them understand the text. The teacher monitors and facilitates students to focus on reading activity in the classroom. Self-directed purpose is better to promote the feeling that leads students to independent reading. Students can make individual prediction about their reading and this prediction becomes a purpose in reading. In conclusion, the comprehension is stronger when the purpose is specific.

b. Being an active reader

During reading, the active readers use their prior knowledge and their vocabulary in order to help them to comprehend what they are reading presently.

c. Type of text

Children who have experience with story book may find difficulty with expository or informational materials. So, they should be introduced early about the concept, vocabulary, and pattern of each different type of the text.

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If the reading material is not familiar to students, it is difficult for them to comprehend the text.

d. The quality of literacy instruction

The quality is related to the management aspects of classroom learning process, such as planning, scheduling, and students' personality. Here, students maintain an environment characterized by fair rules, high expectations, and motivated learning atmosphere. This also helps to monitor students' learning about how they organize their work habits and use their time productively.

e. Interest

When children are curious about a subject, they will seek the information and discover answers to satisfy their curiosity. So, they try and retry to get the knowledge and experience about something.

f. Independent practice

The students tend to choose their type of book that they want. Then, they read, re-read, and practice their ability to comprehend the meaning. In this case, the students not only read a book, but also have the opportunity to discuss and share it with classmates.

From these points, students should know every single thing that occurs when they are reading. To get deeper comprehension in reading, students need to prepare themselves in reading activities by applying certain startegy, analyzing the text etc.

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Teacher also pays attention with aspects that support and help students to achieve reading goals.

2.2 Reading Interest

2.2.1 Defining Reading Interest

According to Winkel (1995), interest is a feeling of psychic statement indicating the concentration of attention on an object, because the object is interesting itself. It is characterized by increased attention, concentration, and affect (Hidi, 2001).

There is a general agreement among researchers about the distinction between two types of interest, they are situational and individual interest. Situational interest is evoked rather suddenly by something in the environment focusing on attention and represents an action that may or may not have a long-term effect on the individuals' knowledge and value systems. In other words, it may or may not develop into a long-standing individual interest (Boekaerts & Boscolo, 2002). The second type of interest, individual or personal interest, refers to a relatively enduring predisposition to attend to events and objects, and to reengage in activities. This predisposition develops slowly, tends to be long-lasting and is associated with increased knowledge and values (Krapp, 2002).

Krapp (2002) defined individual interest as a stable preference for certain topics or domains, whereas situational interest is aroused by characteristics of the task such as the topic. Students with high interest in reading are highly dependent



on their individual interest in certain topic or content. The discussion of this topic of reading is commonly known as topic interest.

Generally, the students with high interest in the topic of text being read are considered having more interest and enjoyment of the story. On the contrary, when students with low topic interest for a text, they were more likely to stop reading when given the opportunity and feeling bored while reading. In addition, there are two components of topic interest (Fulmer & Fritjers, 2011). The first is a value-related component. It refers to a relation between a person's expectation and goals. In other words, the object of interest is valuable, important, or useful for that person. The latter component is the feeling-related component. It refers to positive feeling and activation such as the feeling of exciting or entertaining toward the topic being read.

Several studies have tried to identify the conditions which trigger interest during reading - cognitive and emotional interest. According to Kintsch (1980), cognitive interest is activated by unexpected information, whereas emotional interest is activated by emotionally loaded topics such as murder, sex or power. Critical factors that may stimulate cognitive interest during reading are surprise, novelty, and incongruity of information within a text. Moreover, importance and reflection are more related to the cognitive side of interest.

A text is made emotionally interesting by the presence of highly vivid elements, represented by sensational or controversial topics (Lehman, Schraw, McCrudden, & Hartley, 2007; Schraw, Bruning, & Svoboda, 1995). Thus, the



various dimensions of situational interest, although frequently used, do not appear to be clearly differentiated in the literature. In fact, a reader's interest when reading a text is not a unique response, but may be different in relation to the information conveyed by the different parts or segments of the text.

The distinction between cognitive and emotional interest underlies research on seductive details. These are elements that are scarcely important to the main ideas of the text, but may strike the reader because they deal with sensational topics such as romantic intrigue, sex or violent death. The effects of seductive details on learning from text have been investigated by providing students with different versions of a text: with and without details. For instance, in one of the first studies on this topic, Wade and Adams (1990) distinguished four types of text information in a biography by combining the two dimensions of interestingness and importance. The main ideas of a text are important and interesting, factual details are important but not interesting, while seductive detail is interesting but irrelevant. Finally, trivia is neither important nor interesting. Research has demonstrated, with mixed results, that seductive detail negatively affects learning from text because it tends to interfere with the integration of principal ideas in a coherent representation because of its vividness (Schraw & Lehman, 2001).

Basically, interest is very needed in everything. In the process of learning, interest will influence the students to follow teaching and learning activity. Interest will make the students pay attention to the teacher to create positive response. Positive response helps teacher and students in transferring knowledge in learning process. According to Sadoski (2004), reading interest motivates reader to



comprehend the main idea of reading. So that, reading interest is the basic point to comprehend the idea of the text.

Rahim (2005, p. 28) pointed out that reading interest is a strong desire accompanied by someone efforts to read. Someone who has high reading interests will be seen in his willingness to get reading materials and read them on his own consciousness or encouragement from outside.

According to Mark (2004, p. 50), reading interest is motivation to read, to respond affectively, to seek, and to enlarge self-understanding and sense of self-worth through reading. In addition, Rahayu (2009) has stated that reading interest is a condition when someone can feel happy in reading, and also know the advantages of reading. In other words, reading interest is a condition when someone is happy in reading and knows if reading is an important activity to increase someone's knowledge.

According to Burs and Lowe as cited in Prasetyono (2008, p. 59), there are some characteristics from students that have good interest in reading:

1. The Need for Reading

Reading, for most of people, is very hard task. A person who feels reluctant in reading does not have wide purpose than the information he receives. When someone reads, he has specific purpose consciously or not which is different with someone else. Of course, there must be a lot of kinds of purposes from reading activities. With these purposes, make the reading becomes the activity that is needed in order to reach the achievement.

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1. The Action to look for Reading

Every person has the opportunity to read, yet only a few of people want to utilize them. Reading is one of the things that is less desirable in community. Moreover, It tends to be feared, because it is considered boring and tiresome. Only certain group of people who has high reading interest use every spare time to read. Here, they have some activities to make reading more interesting and enjoyable.

3. The Feeling of Pleasure for Reading

Reading for pleasure refers to read something that has intention having enjoyment. It involves varied literatures including fiction and non-fiction. Reading for pleasure becomes a practical place which is required in learners' everyday life and classroom-based activity.

4. The Desire to Always Read

In truth, reading is closely identical with knowledge. It is one of the main aspects in human civilization that advances humans' life. Reading determines to make science growing rapidly, delivers humans into dynamic life, and has broadminded perception.

5. The Follow Up

After people have already read a book, they are suggested to apply what they get from it. Doing post activity after reading can be the solution to maintain the the knowledgege that is gained from reading activity. For example, presentation, making conclusion, discussion with friends etc

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Then, Zurina (2013, p. 162) defined that reading interest is a condition which a person likes to read in his spare time at home or library. Besides, reading interest is also defined by the number of books that he read in a week or month. Zurina (2013, p. 162) also stated that reading interest has strong positive relationship with the success of students both in school and daily life. In line with Shnayer (1968, p. 6) high interest produces the greater comprehension which often enables a child to read beyond his measured reading ability. The students need text or somewhat unique and highly personal feeling when they try to comprehend the reading material.

Ahira (2014) stated that reading interest can be classified into three parts: they are eagerness, attention, and response. When the students read, they have eagerness and desire to know the content of text in their reading. They pay attention to the text while reading and show good response in reading activities. It means that the reading interest provides good emotion for the students to improve their reading. In reading process, they try to comprehend the text and take the moral value after reading.

In conclusion, having an interest in reading means having the motivation to read and respond effectively to seek self-understanding and sense of self-worth through reading.

2.2.2 Assessing Reading Interest

According to Slameto (2003, p. 64), there are three ways that can be used to measure reading interest:

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a. Expressed Interest

A person can express his interest or choice with certain words. For example, expressions about students' interest in activities to participate in individual reading assignments.

b. Manifested Interest

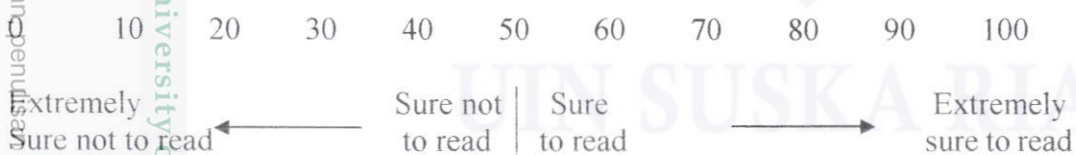
A person can express interest not only with words but also with actions that they are taking an active role in an activity.

c. Invented Interest

Someone's interest can be measured by answering a certain number of questions or the sequence of choices. Questions that measure someone's interest are arranged using the questionnaire method.

In addition, Salih and Wahab (2004, p. 266), stated the ways to measure interest can be through tested interest which interest is measured by concluding from the results of the objective test given.

The scale that can be used to measure reading interest is given below (Haskin, 1960):



2.3 Factors Influencing Reading Interest

Reading interest is not appearing by chance or without cause. It will arise if there are some factors that influence it. The factors are as follows:

Internal factor

Internal factor refers to the factors that come from students involving personal component. Also, this factor can be classified into two types. They are physical and mental factors (Nurhadi, 1987)

Physical factor : This refers to the condition of the students' figure and sense. It involves students' health that provides an influence to the students' learning activity.

b. Mental factor: This refers to intelligence, motivation, attitude, readiness and communication purpose.

2. External Factor

Curran and Rosen (2006) tested some factors that influence student's reading interest. It can be drawn as follows:

a. Teacher

Teacher is the main factor that determines students' interest especially in reading. Teacher is the person who rules the class situation, determines what the class topic is, and applies how the class execution will be.

b. Room (Physical Environment)

Teacher is not the only factor that influence students' reading interest. Another factor that affects student reading interest is the class situation or called as the physical environment. The students feel more comfortable if they learn in neat and cozy room. If it is needed, the teacher can invite student to learn outside the class to increase their enthusiasm in learning.

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Class Topic

Here, the teacher is expected to give interesting materials to the students for learning process in order to increase their reading interest. The teacher can also ask student to pick freely which topic they are interested in. This aims to match student's background knowledge with the topic which is assigned. Therefore, the students feel motivated and participate actively in learning process.

d. Class Execution

Teacher and class execution can not be separated, because the teacher is the one who execute the class and determine the succes of the learning process. Here, the teacher necessarily plans his teaching strategy very well and pay attention with students' psychological aspects. This lesson planning is very important to conduct class execution successfully. It is suggested to the teacher to use creative teaching metod to increase student' reading interest in learning process.

2.2.4 Reading Interest and Reading Comprehension

Interest plays a role in decision to read, in the level of engagement with the text during reading, and thus also in the product that the reader creates in terms of comprehension and forms of the text (Snow, 2002). Students are more likely to read what they think interesting in reading material. Besides, Schraw and Lehman (2001) pointed out that interest is defined as willful engagement in a cognitive activity. It plays an important part in learning process since it promotes active engagement and focuses one's attention.

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Reading interest to language learning is one of the main factors that determine students' achievement. This affective domain eventually directs to the success or failure in the study of language including in comprehending text, because students' interest towards the learning situation contributes to the way students behave towards their present-ability and further reaching higher level of learning (Susanto et al., 2015).

Fahrurrozi (2017) conducted a research investigating the relationship of reading interest with reading comprehension. According to Fahrurrozi (2017), there is a significant correlation between reading interest with reading comprehension. Simple correlation analysis was done to determine the strength of the relationship between the predictor variables with the response variable. The strength of the relationship between reading interest (X_1) with reading comprehension (Y) is indicated by the correlation coefficient $r = 0.872$.

2.3 Self-Efficacy

2.3.1 Understanding Self-efficacy

Self-efficacy is defined as human's belief about his capabilities to produce designated level of performance that exercise influence over events affecting their lives. Self-efficacy establishes how someone senses, speculates, motivates and behaves himself. According to Bandura (1997), self-efficacy as a particular type of expectancy related to a person's beliefs in her or his abilities to accomplish a specific action or series of actions needed to produce a result.



Delcourt and Kinzie (1993) described that self-efficacy reflects an individual's confidence in his ability to perform the behavior required to produce specific outcomes. Also, Bandura (1997) stated that self-efficacy influences students' aspiration and their level of interest in academic work. Students' perceptions about their self-efficacy in a particular domain will enhance their motivation and help them establish and achieve higher goals for themselves. Therefore, if the students have higher self-efficacy, they will be able to accomplish the task and achieve the higher score.

Mills (2006) pointed out the concept relates to individuals' belief in their capacity to achieve specific tasks which have a strong influence on level of persistence and the choice that individuals make regarding the activities to pursue. Research has consistently shown that it has a considerable impact on learning outcomes, with a stronger sense of self-efficacy leading to higher level of achievement.

2.3.2 The Classification of Self-Efficacy

Self-efficacy is also concerned with the differences between individuals with high self-efficacy and ones with low self-efficacy.

1) High self-efficacy

Bandura (1997) stated that people with high self-efficacy undertake difficult and challenging tasks more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than people who doubt about their capabilities. People with a high self-efficacy:

1. Dianggap memiliki standar yang tinggi dalam menyelesaikan tugas-tugas akademik.
- a. Persepsi yang kuat tentang kemampuan diri untuk menghadapi tantangan akademik.
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- Develop deeper interest in the activities in which they participate.
- Form a stronger sense of commitment to their interests and activities.
- Recover quickly from setbacks and disappointments.

2) Low self-efficacy

According to Bandura (1997), people with low self-efficacy believe that they cannot be successful and thus are less likely to make an extended effort and they may consider challenging tasks as threats that are to be avoided. It is not an easy task for the ones with low self-efficacy since they do not trust their abilities and worry about the failure just at the beginning. Ones with low self-efficacy have weak commitment to their goal and they mostly focus on their personal deficiencies and the idea of failure. People with low self-efficacy:

- Avoid challenging tasks
- Have low self-confidence in facing difficult task and situation
- Concentrate on negative output
- Lose belief in personal skills

In short, high self-efficacy improves personal accomplishments and sees the task not as a threat but as a challenge to be better. Someone who has high self-efficacy makes the things easier, because they have faith in their abilities. On the contrary, ones with weak sense of self-efficacy tend to avoid the difficult task and will give up easily. They do not believe in their ability in doing something.



2.3.3 Type of Self-Efficacy

According to Schunk (1996), there are two types of self-efficacy. They are self-efficacy for learning and self-efficacy for performance. Zimmerman (2000) stated that self-efficacy for learning refers to belief about using self-regulatory process to learn. It usually operates in setting involving learning when one has not yet acquired enough skills needed to perform a new task. This type of self-efficacy may predict how to manage the learning (Schunk, 1996). Here, the perception about how someone sees learning activity as a process related to his self-efficacy. Therefore, it can be stated that students' self-efficacy can be drawn upon their self-efficacy for self-regulation for learning.

The second type of self-efficacy is self-efficacy for performance. It refers to someone's belief about his ability to perform learned skill (Schunk, 1996). At this point, students are familiar with necessary skills to perform the given task. Schunk (1996) said that self-efficacy for performance can be employed to predict actual performance and the progress of performance. Thus, with this self-efficacy, someone believes in his ability to do something and knows what kind of trouble that can affect his performance.

In conclusion, both self-efficacy for learning and self-efficacy for performance can be applied simultaneously. This condition is intended to have a vivid description of someone's self-efficacy level on how he believes what he can learn the skill because the learning process is not only about the process of getting knowledge, but it is also about applying the knowledge that is used in someone's performance.

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2.3.4 The Dimension of Self-efficacy

Bandura (1997) stated that the individual's self-efficacy is varied in each dimension. The dimensions are as follows:

1) Magnitude

Magnitude of self-efficacy refers to the number of steps in increasing difficulty that a person to perform. The individual's self-efficacy in doing a task is different toward the level of task. The individual who has high self-efficacy tends to choose the complicated task which fits to his or her ability.

2) Strength

This dimension focuses on the level of the individual's strength or stability toward their belief. Self-efficacy shows that the individual's action will bring the potential result that is expected. Strength of efficacy is related to resilience or persistence in the face of challenges, frustrations, pain, and other obstacles to perform.

3) Generality

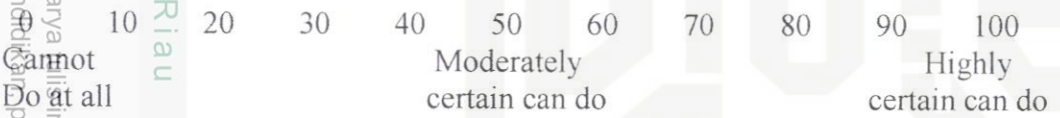
Generality of self-efficacy refers to the extent which success or failure are experienced in similar situation or context. Generality can vary based on the degree of similarity of activities that the capabilities are expressed because of situations and the personal characteristics of the person.

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2.3.5 Assessing Self-Efficacy

In order to measure self-efficacy, the samples are given some items that illustrate different levels of task, and they assess the strength of their self-efficacy to conduct the compulsory activities. They keep their data on a 100-point scale, starting from 0 (Cannot do); through intermediate degrees of belief, 50 (Moderately certain can do); to complete belief, 100 (Highly certain can do). The scale is given below (Bandura, 1997):



The scale that is used to measure self-efficacy must be organized and detailed in order to have reliable and suitable result. People usually avoid the extreme positions, so a scale with only a few steps may, in actual use, shrink to one or two points. Using few steps scale can affect in processing the result between two individuals. Two individuals may have same category in few steps scale, but they might have different result in intermediate steps scale. Thus the self-efficacy scale with the 0-100 response format is a stronger predictor of performance than one with a 5-interval scale (Pajares, Hartley, & Valiante, 2001).

2.3.6 Factors Influencing Self-efficacy

According to Bandura (1997) there are four major sources of self-efficacy as follows:

- 1) Mastery Experience

People’s belief about their efficacy can be developed by four main sources of influence. Mastery experience is one of the effective ways to

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increase a high belief of efficacy. Performing task successfully strengthens the sense of self-efficacy.

Social Modeling

The second way to creating and strengthen self-efficacy is through vicarious experiences provided by social models. Looking at someone who successfully finished an assignment is source of self-efficacy that can motivate someone to do so.

3) Verbal Persuasion

The third way to strengthen people's belief is giving good feedback to make succeed. When someone says something positive and encouraging to them, it will helped them achieve a goal. Getting verbal encouragement from others help people overcome self-doubt and focus on giving their best effort to the task at hand.

4) Psychological Responses

According to Bandura (1997), people's responses and emotional reactions to situation also play an important role in self-efficacy. Mood, emotion, physical reaction, and stress level can impact how a person feels about their personal abilities in a particular situation.

2.3.7 Self-Efficacy and Reading Comprehension

Bandura (1997) stated that efficacy beliefs influence level of effort, persistence, and choice of activities. It means that the students with sense of self-efficacy accomplishing an educational task will participate more readily, work



harder and persist longer when they encounter difficulties. Moreover, when they encounter reading comprehension task, they will do their best to accomplish it. Students' self-efficacy influences their skill acquisition both directly and indirectly by heightening their persistence (Barry, 1995). The direct effect points that self-efficacy influences students' learning in cognitive and motivational mechanisms. Bandura stated that students with a high self-efficacy will overcome difficult and challenging tasks readily.

Barkley (2006) conducted a research investigating self-efficacy and reading comprehension. According to Barkley (2006), "Quantitative data were used in this study to test hypothesis related to the relationships between teacher and student efficacy beliefs and relationships between student efficacy beliefs and student standardized achievement test scores".

Achievement was measured by using the reading comprehension subtest on the Stanford Achievement Test. The participants included both teachers and students from a middle school in suburban Alabama. They were grouped together based on both grade level and the academic team that were placed at the beginning of the school year by the school administration. The instrumentation included both a student and teacher survey which was comprised of a four point Lykert-type scale. Barkley (2006) concluded that students' self efficacy beliefs were statistically significantly correlated with reading comprehension on the Stanford Achievement Test.



In conclusion, the students who had high self-efficacy, they developed different reading strategies gaining richer cognitive interactions, experiences, in addition to these, they were able to access an effective, interactive, strategic, quick prehensile capacity of the reading comprehension (Yogurtcu, 2013).

2.4 Relevant Research

Some studies have been conducted about reading interest, self-efficacy, and reading comprehension. These studies are related to variables in this research.

- a. Rumainah (2018) conducted a study entitled “Undergraduate Students’ Reading Interest and Reading Comprehension Achievement in a State Islamic University”. The results showed that there was no significant correlation between students’ reading interest and their reading comprehension achievement since the p-value was (.887) greater than significance value (.887 > .005). In short, reading interest did not have any relation to reading comprehension achievement of undergraduate EFL students of State Islamic University of Raden Fatah Palembang
- b. Susanto, Sutarsyah, and Sinaga (2015) conducted a study entitled “The Correlation between Students’ Reading Interest and Reading comprehension”. The sample consisted of thirty students of second grade at SMAN 1 Punggur. The data collecting technique were a set of questionnaire and a reading test. The research design was ex post facto design. The results of this research showed that the coefficient correlation was 0.673 and the coefficient influences value of both variables was 0.434. It was found that



when the students got high score in interest score; they also got high score in their reading comprehension test. Based on the results, it could be concluded that there was a correlation between students' reading interest and their reading comprehension.

Gultom, Khairul and Fatimah (2014) conducted a study entitled "The Correlation between Reading Interest and Reading Comprehension Ability of the Third Year Students at the English Department, Bung Hatta University". Based on the result of data analysis, the researcher found that the value of r calculated of this research was 0.78, while the value of r -table with level significance 0.05 and degree of freedom ($df=n-2$) was 0.362. It means that r -calculated was higher than r table ($0.78 > 0.362$). Therefore, the alternative hypothesis of this research was accepted that there was significant correlation between students' interest and reading comprehension at the third year students of English Department of Bung Hatta University.

Fahrrozi (2017) conducted a study entitled "Relationship between Students' Reading Interest and Vocabulary Mastery with Reading Comprehension Ability". The results of the research showed (1) the research hypothesis was accepted, because $r_{ob} = 0.872 > r_{table} = 0.320$. The coefficient of determination was $(R^2) = (0.872)^2 = 0.761$ or 76.1%. This means that the contribution of reading interest (X_1) amounted to 76.1% of the reading comprehension (Y). (2) the research hypothesis was accepted, because $r_{ob} = 0.797 > r_{table} = 0.320$. The correlation coefficient between

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the vocabulary mastery variable and reading comprehension variable (0.797) was significant. (3) The research hypothesis was accepted, because $r_{\text{obt}} = 0.873 > r_{\text{table}} = 0.320$. It could be concluded that the correlation coefficient between the variables of reading interest and vocabulary together with the reading comprehension of 0.873 was significant. The study concluded (1) there was a positive correlation between reading interest with reading comprehension, (2) there was a positive relationship between vocabulary with reading comprehension, and (3) there was a relationship between reading interest and vocabulary mastery to reading comprehension.

Simanjuntak, Suparman, and Sukirlan (2016) conducted a study entitled "The Effect of Students' Reading Interest and Vocabulary Mastery on Reading Comprehension". The results of the research showed that the coefficient direct effect of students' reading interest on reading comprehension and students' vocabulary mastery on their reading comprehension were .278 and .700. In the meantime, the direct effect of students' reading interest and vocabulary mastery on their reading comprehension was .978. Therefore, it could be concluded that there was a significant effect of students' reading interest and vocabulary mastery on reading comprehension.

f. Habibi and Roslan (2014) conducted a study entitled "The Relationship between Self-Efficacy in Reading with Language Proficiency and Reading Comprehension among ESL Learner's". The result indicated that there was a significant correlation between reader self-efficacy and reading

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comprehension. Moreover, readers' self-efficacy in different levels of foreign language proficiency was distinctive, and readers who had high level of proficiency implemented reading task better than readers who were considered as high self-officious. In addition, the result demonstrated that self-efficacy and language proficiency were the key factors in academic achievement. In conclusion, the students who had high self-efficacy could perform the task better than who did not. Also, the students who possessed high level of language proficiency were more successful in the process of reading.

Conway (2017) conducted a study entitled "Reading Comprehension and Self-Efficacy". This study investigated whether or not there was a correlation between the self-efficacy of high school students and their reading comprehension scores at Smith High School. There were 24 students that participated in this study. A moderate correlation was found between reading comprehension and general perception. A moderate correlation was also found between reading comprehension and the social feedback sub-scale.

- h. Yugurtcu (2013) conducted a study entitled "The Impact of Self-Efficacy Perception on Reading Comprehension on Academic Achievement". This study examined the impact of self-efficacy belief on reading comprehension on academic achievement in the case of preparatory class students of High School of Foreign Languages of Kyrgyzstan-Turkey Manas University registered in 2011-2012 academic year. In preparatory class, along with

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main education languages such as Kyrgyz and Turkish, students also learned English, Russian and Chinese as a foreign language. The population was 1485 students and samples taken were 556 students. The findings were based on answers to the survey questions of 556 students obtained through random sampling. The result of research showed that readiness of a student's self-efficacy was important factor that affect his academic success.

In this study, students' self-efficacy was analyzed in success of studying foreign language. As a result, the self-efficacy was established on a high proficiency between a reading comprehension and knowing a foreign language.

Solheim (2011) also conducted a study entitled "The Impact of Reading Self-Efficacy and Task Value on Reading Comprehension Scores in Different Item Formats". The results found that after controlling for variance associated with word reading ability, listening comprehension, and nonverbal ability through hierarchical multiple regression analysis, reading self-efficacy there was a significant positive predictor of reading comprehension scores. For students who possessed low self-efficacy in reading, reading self-efficacy there was a significant positive predictor of multiple-choice comprehension scores but not of constructed-response comprehension scores. For students who possessed high self-efficacy in reading, reading self-efficacy did not account for additional variance in either item format. The implication that the multiple-choice format

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magnified the impact of self-efficacy in assessments of reading comprehension was discussed.

Naseri (2017) conducted a study entitled “The Relationship between Reading Self-efficacy Beliefs, Reading Strategy Use and Reading Comprehension Level of Iranian EFL Learners”. The outcome descriptive statistics, Spearman Correlation coefficient, and Canonical correlation found that a) there was significant strong positive correlation between reading self-efficacy both reading comprehension and reading strategies use, b) the most constant use of reading strategy was showed to be cognitive strategy, followed by testing strategy, meta-cognitive strategy, and finally compensatory strategy, c) regarding the gender, the relationship between Reading Self-efficacy and Reading Strategies used by Iranian EFL senior and junior students made no distinctness.

Carroll J. M. and Fox Amy C. (2017) conducted a study entitled “Reading Self-Efficacy Predicts Word Reading Not Comprehension in Both Girls and Boys”. The purpose of this research was to examine the relationship between self-efficacy, word reading and reading comprehension across the range of reading abilities after controlling for reading-related cognitive factors. 83 boys and 93 girls between 8 and 11 years were involved in this research. The finding of this research showed that boys and girls had similar level of attainment and reading self-efficacy. Reading self-efficacy was not related with reading comprehension but it was related with word reading in either boys and girls.

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Amirah Widia Ardiati (2018) conducted a study entitled “The Correlation Between Students’ Reading Interest and Students’ Reading Comprehension Ability in the First Semester of the Eleventh Grade of SMA YP Unila Bandar Lampung in Academic Year of 2018/2019. The research design of this research was correlational research. Simple random sampling was used to choose the sample. Thirty students were taken from 133 population as the sample. Reading comprehension test and reading interest questionnaire were used to measure the data. Based on the research findings, the result of applying r_{xy} distribution indicated that coefficient correlation was 0.59. It means that there was a positive correlation between students’ reading interest and reading comprehension in the first semester of the eleventh grade of SMA YP Unila Bandar Lampung 2018/2019.

This research is different from those researches above. In this research, the researcher investigated the influence of both reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

2.5 Operational Concept

Operational concept is the concept which is used to clarify the theories in this research in order to avoid misunderstanding and misinterpretation. In this research, there are three variables. Reading interest and self-efficacy are as the independent variables symbolized by X_1 and X_2 . Reading comprehension is as the dependent variable symbolized by Y . To operate the investigation on the variables, the researcher worked based on the following indicators:

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According to Burs and Lowe as cited in Prasetyono (2008, p. 59), the indicators of reading interest (variable X_1) are as follows:

- a. The need for reading
- b. The action to look for reading
- c. The feeling of pleasure of reading.
- d. The desire of always read
- e. The follow up

According to Bandura (1997), the indicators of self-efficacy (variable X_2) are as follows:

- a. Magnitude
The students believe they can finish a difficult task in reading
- b. Strength
The students can face difficulties and obstacles during reading task.
- c. Generality
The students improve their reading comprehension in any activities.

When the indicators of reading interest and self-efficacy are combined, it could be drawn as follows:

- a. The need for reading and belief in finishing a difficult task in reading
- b. The need for reading and facing difficulties and obstacles during reading task
- c. The need for reading and improving reading comprehension in any activities



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g. The action to look for reading and belief in finishing a difficult task in reading

h. The action to look for reading and facing difficulties and obstacles during reading task

i. The action to look for reading and improving reading comprehension in any activities

j. The feeling of pleasure of reading and belief in finishing a difficult task in reading

k. The feeling of pleasure of reading and facing difficulties and obstacles during reading task

l. The feeling of pleasure of reading and improving reading comprehension in any activities

m. The desire of always read and belief in finishing a difficult task in reading

n. The desire of always read and facing difficulties and obstacles during reading task

o. The desire of always read and improving reading comprehension in any activities

p. The follow up and belief in finishing a difficult task in reading

q. The follow up and facing difficulties and obstacles during reading task

r. The follow up and improving reading comprehension in any activities

According to Nuttal (1985), the indicators of reading comprehension (variable Y) are as follows:



Determining main idea.

Finding the specific information or part of text

Finding reference

Making inference

Understanding Vocabulary

2.6 Assumption and Hypothesis

2.6.1 Assumption

1. Every student has a different level of reading interest and self-efficacy
2. There are various students' achievements in reading comprehension
3. Reading interest and self-efficacy may have significant influence on reading comprehension

2.6.2 Hypothesis

H_{a1}: There is a significant influence of reading interest on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

H_{o1}: There is no significant influence of reading interest on reading comprehension of the tenth grade students at As-Sihofa Islamic Senior High School Pekanbaru.

H_{a2}: There is a significant influence of self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

H_{o2}: There is no significant influence of self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

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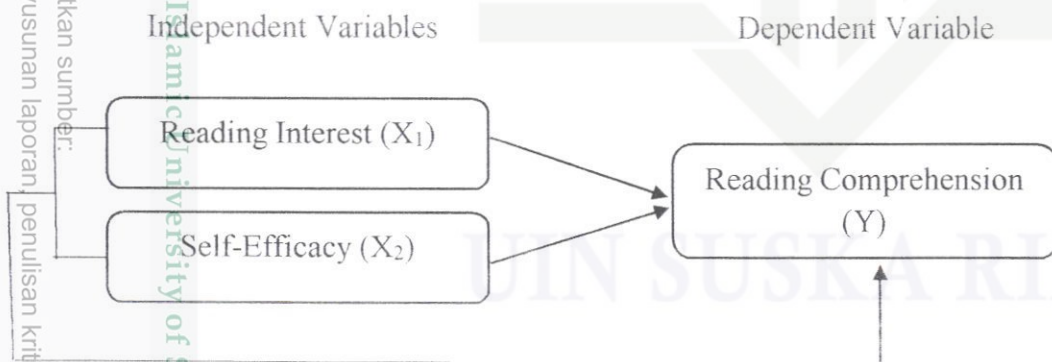
CHAPTER III

RESEARCH METHOD

3.1 The Research Design

This research was a correlational research. The correlational research design uses two or more variables where the independent variable influences dependent variable. According to Anderson and Arsenault (2015, p. 118), this type of research is one way of describing in quantitative terms of the degree which the variables are related. This research was intended to determine the relationship and level of relationship between two and three variables without any effort to manipulate them. There were three variables in this research; namely, two independent variables and one dependent variable. Reading interest was the first independent variable symbolized by X_1 , self-efficacy was the second independent variable symbolized by X_2 , and reading comprehension was the dependent variable symbolized by Y .

The diagram of these variables is shown below:





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3.2 The Location and Time of the Research

This research was conducted at As-Shofa Islamic Senior High School Pekanbaru, Riau which is located on As-Shofa Street from July until November 2019.

3.3 The Subject and Object of the Research

The subject of this research was the tenth grade students of As-Shofa Senior High School Pekanbaru and the object of this research was the influence of reading interest and self-efficacy on students' reading comprehension.

3.4 The Population and the Sample of the Research

1. The Population

The population of this research was the tenth grade students of As-Shofa Islamic Senior High School Pekanbaru in the academic year 2019/2020 consisting of 5 classes with the total of 150 students altogether as shown in Table III.1 below:

Table III.1
The Population of the Research

No	Class	Total
1	X MIA 1	30
2	X MIA 2	31
3	X MIA 3	31
4	X IIS 1	29
5	X IIS 2	29
Total		150



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The Sample

The population was too large to be taken as sample. According to Hartono (2015 p. 208), “if the population is more than 100 persons, the sample can be taken between 10-15%, 20-25%, 30-35% or more than it”. Therefore, proportional stratified random sampling was used because the sample was taken by paying attention to all the levels in population as the representatives. According to Grossman (2019), in the proportional random sampling, the size of each level is balanced with the population size of the strata when examined across the entire population. Here, the number of sample was taken from each level. So, the researcher took a number of students in each class to be taken as the sample based on the formula. The researcher chose 30-35% students in each class to become the sample. The sample of the research is shown below:

Table III.2
The Sample of the Research

No	Class	Total
1	X MIA 1	10
2	X MIA 2	11
3	X MIA 3	11
4	X IIS 1	9
5	X IIS 2	9
Total		50



3.5 The Technique of Collecting Data

In this research, two kinds of instruments were used to collect the data; that is, a reading test and a set of questionnaire.

4. Reading Test

A reading test was used to measure the students' comprehension. According to Brown (2004, p. 3), test is a method of measuring a person's capacity, understanding, or achievement in a given domain. The test was in the form of multiple choice with 25 multiple questions. The blueprint of reading the comprehension test is shown below:

Table III.3
Blueprint of Reading Comprehension Test

No.	Indicator	The Item Number	Total	Percentage
1	Determining main idea	1,6,11,16,21	5	20%
2	Finding the specific information or part of text	2,7,12,17,22	5	20%
3	Finding reference	3,8,13,18,23	5	20%
4	Finding inference	4,9,14,19,24	5	20%
5	Understanding vocabulary	5,10,15,20,25	5	20%
Total			25	100%

After the students did the test, the total score from the result of the reading test was shown. The classification of the students' scores is as follows: (Alico & Guimba, 2015):



Table III.4
The Classification of Students' Score

Scores	Categories
98-100	Excellent
93-97	Very Good
87-92	Good
81-86	Fair
75-80	Passing
74 and below	Failed

5. Questionnaire

In order to get the data of students' reading interest and self-efficacy a questionnaire was used. According to Harper and Marcus (2003, p. 306), a questionnaire is a written list of questions or statements, either given or posted to respondents who fill it in themselves. Information is gathered directly from people through a series of questions or statements. The questionnaire dealt with students' opinions using a Likert scale. According to Cohen. *et al* (2007, p. 326), Likert scale provides a range of responses to a given question or statement.

For reading interest that consisted of 25 statements and was measured by using the scale information of the sample rating schedule items namely; always,



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usually, sometime, seldom, and never. The Likert's scale and the blueprint of reading interest questionnaire are shown below:

Table III.5
Likert Scale of Reading Interest Questionnaire

Statement	Always	Usually	Sometimes	Seldom	Never
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Table III.6
Blueprint of Reading Interest Questionnaire

No.	Indicator	The Item Number		Total
		Positive	Negative	
1	The need for reading	1, 11, 21	6, 16	5
2	The actions to look for reading	7, 12, 17, 22	2	5
3	The feeling of pleasure for reading	3, 8, 18, 23	13, 18	5
4	The desire to always read	4, 14, 24	9, 19	5
5	The follow up	10,15,20	5, 25	5
Total				25

In addition, the researcher wrote 24 statements based on the indicators of self-efficacy. The five alternative answers of the Likert's Scale for the questionnaires



were strongly agree, agree, undecided, disagree, and strongly disagree. The Likert's scale and the blueprint of self-efficacy questionnaire are shown below:

Table III.7
Likert Scale of Self-Efficacy Questionnaire

Statement	SA	A	U	D	SD
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Table III. 8
Blueprint of Self-Efficacy Questionnaire

No.	Indicator	The Item Number		Total
		Positive	Negative	
1	Magnitude	4, 7, 10, 16, 19, 22, 25	1, 13, 25	9
	Students believe they can finish a difficult task in reading.			
	Strength	8, 11, 14, 17, 20, 23, 26	2, 5, 26	9
	Students can face difficulties and obstacles during reading task.			
3	Generality	3, 6, 12, 15, 21, 24, 27	9, 18, 27	9
	Students improve their reading comprehension in any activities.			



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Total	27
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3.6 The Technique of Analyzing Data

In order to find whether there was a significant influence or not of reading interest and self-efficacy on reading comprehension, the data were analyzed by using SPSS 20. The researcher used the scores of the questionnaire of variables X_1 and X_2 and the test scores of variable Y . To analyze the data, Pearson product moment correlation and multiple regression were used.

Pallant (2010) stated that Pearson product moment is the analysis of one independent variable and one dependent variable. Freedman (2009) stated multiple regression has an intercept variable and two or more explanatory variables with its own slope coefficient. It means that Pearson product moment refers to linear approach to modeling the relationship between independent variable and dependent variable. For more than one independent variable, it is called multiple regression.

In the context of this research, Pearson product moment was used to investigate the influence of reading interest on reading comprehension and the influence of self-efficacy on students' reding comprehension. The multiple regression was used to investigate the influence of reading interest and self-efficacy on reading comprehension.

To find out whether or not there was an influence of reading interest and self-efficacy on reading comprehension could be seen from significant (sig.) value. If the sig. value was lower than 0.05, reading interest and self-efficacy influenced



reading comprehension. If the sig. value was higher than 0.05, reading interest and self-efficacy did not influence reading comprehension. Also, the data analysis was supported by frequency distribution, descriptive statistics, normality test, and homogeneity test.

3.7 Validity and Reliability of the Instrument

3.7.1 Validity

Fraenkel and Norman (2006, p. 150) stated that the term of validity in the research refers to appropriateness, correctness, meaningfulness, and usefulness of the specific inferences which researchers make based on the data they collect. It means that validity is the range of which inferences made from assessment results are suitable, significant, and beneficial in terms of the objective of the assessment. An instrument is valid if it is able to measure what must be measured. Hughes (1989, p. 22) also stated that a test is said to be valid if it measures accurately what it is intended to measure.

Before the test was given to the sample, the test was tried out to 20 students of the tenth grade to obtain the validity. It was determined by finding the difficulty level of each item. Item difficulty was determined as the proportion of correct responses. According to Gronlund (1993:103) the formula of item difficulty is as follows:

$$P = \frac{B}{JS}$$

Where P : index of difficulty or facility value

B : the number of correct answers



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JS : the number of examines or students taking the test

Meanwhile, Brown (2003: 59), item facility is the extent to which an item is easy or difficult for the proposed group of test-takers. The standard level of the difficulty used was >0.30 and <0.70 , it means that the level of difficulty is between 0.30 and 0.70 . Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”. Based on trying out the instrument of students’ reading comprehension which was conducted to 20 students with 25 questions can be seen in following table:

Table III. 9
Determining Main Idea

Variable	Determining Main Idea					N
Item No.	1	6	11	16	21	
Correct	13	9	13	10	10	20
P	0.65	0.45	0.65	0.50	0.50	
Q	0.35	0.55	0.35	0.50	0.50	

Table III.9 presents that the proportion of correct answer from 20 students for item number 1 is 0.65. Item number 6 shows that the proportion of being correct is 0.45; item number 11 shows that the proportion of being correct is 0.65; item number 16 shows that the proportion of being correct is 0.50; and item number 21 shows that the proportion of being correct is 0.50. Based on the standard level of difficulty “p” < 0.30 and > 0.70 . It means that that item difficulties on average of each item number for determining main idea are accepted.



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Table III. 10
Finding the Specific Information or Part of Text

Variable	Finding the Specific Information or Part of Text					N
Item No.	2	7	12	17	22	
Correct	11	7	13	12	9	20
P	0.55	0.35	0.65	0.60	0.45	
Q	0.45	0.65	0.35	0.40	0.55	

Table III.10 indicates that the proportion of correct answer from 20 students for item number 2 is 0.55. Item number 7 shows the proportion of being correct is 0.35; item number 12 shows that the proportion of being correct is 0.65; item number 17 shows that the proportion of being correct is 0.60; item number 22 shows that the proportion of being correct is 0.45 Based on the standard level of difficulty $p < 0.30$ and > 0.70 . It means that item difficulties on average of each item number for finding the specific information or part of text are accepted.

Table III. 11
Finding Reference

Variable	Finding Reference					N
Item No.	3	8	13	18	23	
Correct	13	12	13	12	13	20
P	0.65	0.60	0.65	0.60	0.65	
Q	0.35	0.40	0.35	0.40	0.35	



Table III.11 displays that the proportion of correct answer from 20 students for item number 3 is 0.65. Item number 8 shows that the proportion of being correct is 0.60; item number 13 shows that the proportion of being correct is 0.65; item number 18 shows that the proportion of being correct is 0.60; item number 23 shows that the proportion of being correct is 0.65 Based on the standard level of difficulty < 0.30 and > 0.70 . It means that item difficulties on average of each item number for finding reference are accepted.

Table III. 12
Finding Inference

Variable	Finding Inference					N
Item no.	4	9	14	19	24	20
Correct	13	13	13	13	12	
P	0.65	0.65	0.65	0.65	0.60	
Q	0.35	0.35	0.35	0.35	0.40	

Table III.12 illustrates that the proportion of correct answer from 20 students for item number 4 is 0.65, Item number 9 shows that the proportion of being correct is 0.65, item number 14 shows that the proportion of being correct is 0.65; item number 19 shows that the proportion of being correct is 0.65; item number 24 shows that the proportion of being correct is 0.60 Based on the standard level of difficulty < 0.30 and > 0.70 . It means that item difficulties on average of each item number for finding inference are accepted.



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Table III. 13
Understanding Vocabulary

Variable	Understanding Vocabulary					N
Item no.	5	10	15	20	25	20
Correct	13	12	13	11	12	
P	0.65	0.60	0.65	0.55	0.60	
Q	0.35	0.40	0.35	0.45	0.40	

Table III.13 indicates that the proportion of correct answer from 20 students for item number 5 is 0.65. Item number 10 shows that the proportion of being correct is 0.60; item number 15 shows the proportion of being correct is 0.65; item number 20 shows the proportion of being correct is 0.55; item number 25 shows the proportion of being correct is 0.60. Based on the standard level of difficulty “p” < 0.30 and > 0.70. It means that item difficulties on average of each item number for understanding vocabulary are accepted.

The tryout of the instrument on the students’ reading interest and self-efficacy conducted towards 20 students can be seen in Table III.14.

Table III. 14
Validity Test of Reading Interest

Item	Reading Interest		Result
	Pearson Correlation	Sig. (2-tailed)	
1	.817**	.000	Valid
2	.715**	.000	Valid



P3	.814**	.000	Valid
P4	.788**	.000	Valid
P5	.704**	.001	Valid
P6	.649**	.002	Valid
P7	.629**	.003	Valid
P8	.509*	.022	Valid
P9	.455*	.044	Valid
P10	.550*	.012	Valid
P11	.545*	.013	Valid
P12	.509*	.022	Valid
P13	.694**	.001	Valid
P14	.567**	.009	Valid
P15	.567**	.009	Valid
P16	.522*	.018	Valid
P17	.827**	.000	Valid
P18	.845**	.003	Valid
P19	.573**	.008	Valid
P20	.640**	.002	Valid
P21	.704**	.001	Valid
P22	.573**	.008	Valid
P23	.693**	.001	Valid
P24	.827**	.000	Valid
P25	.573**	.008	Valid

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Table III. 15
Validity Test of Self-Efficacy

Item	Self-Efficacy		Result
	Pearson Correlation	Sig. (2-tailed)	
P1	.837**	.000	Valid
P2	.736**	.000	Valid
P3	.833**	.000	Valid
P4	.810**	.000	Valid
P5	.693**	.001	Valid
P6	.669**	.001	Valid
P7	.429	.056	Invalid
P8	.651**	.002	Valid
P9	.478*	.033	Valid
P10	.491*	.012	Valid
P11	.592**	.006	Valid
P12	.523*	.018	Valid
P13	.683**	.001	Valid
P14	.569**	.009	Valid
P15	.494*	.027	Valid
P16	.848**	.000	Valid
P17	.191	.421	Invalid
P18	.537*	.015	Valid
P19	.582**	.007	Valid
P20	.693**	.001	Valid



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P21	.537*	.015	Valid
P22	.677**	.001	Valid
P23	.801**	.000	Valid
P24	.377	.101	Invalid
P25	.537**	.015	Valid
P26	.651**	.002	Valid
P27	.569**	.009	Valid

The above table shows that the try-out of reading interest instrument validity to 25 items, all items were valid. The researcher took all 25 valid items of questionnaire as the instrument. Table also shows that the try-out of self-efficacy consisting of 27 items 3 items are found invalid. Thus, 24 valid items were used as self-efficacy questionnaire.

3.2.2 Reliability

Gay and Airsian (2000, p. 169) stated that reliability is the degree to which a test consistently measures whatever it is measuring. The testing of reading comprehension must have reliability in order to get the same scores obtained when the test is consistent and dependable. In other words, reliability is used to measure the quality of a test scores and the consistency of the test. The following table contains the level of internal consistency of Cronbach Alpha (Cohen, 2005).



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Table III.16
The Level of Reliability

Cronbach Alpha	Internal Consistency
> 0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
< 0.60	Unacceptably low reliability

To obtain the reliability of the instruments given, SPSS 20 program was applied to find out whether or not the instruments were reliable.

Table III.17
Reliability Statistics of Reading Comprehension Test

Cronbach's Alpha	N of Items
.708	25

Table III.17 reveals that the value of Cronbach alpha is 0.867 which indicates that the reliability of reading comprehension test distributed to the students is reliable because the value is in the range between 0.70-0.79. It means that the test was reliable and acceptable to be used as the instrument for data collection.



Table III.18

Reliability Statistics of Reading Interest Questionnaire

Cronbach's Alpha	N of Items
.940	25

Table III.18 shows that the value of Cronbach alpha is 0.940 which indicates that the reliability of reading interest questionnaire distributed to the students is very highly reliable because the value is > 0.90 . It means the test was reliable and acceptable to be used as the instrument for data collection.

Table III.19

Reliability Statistics of Self-Efficacy Questionnaire

Cronbach's Alpha	N of Items
.929	27

From Table III.19 it is noticeable that the value of Cronbach alpha is 0.929 which indicates the reliability of self-efficacy questionnaire distributed to the students is very highly reliable because the value is > 0.90 which means that the test is reliable and acceptable to be used as the instrument for data collection.

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CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This final chapter provides conclusions on the basis of the findings of the study through data analysis followed by the implications of the findings for future practice followed by some recommendations.

5.1 Conclusions

1. Based on the results of the study through Pearson product moment formula using SPSS 20, it was proven that the sig. value was not in significant level. Thus, the first alternative hypothesis was rejected and null hypothesis was accepted. It means that there was no significant influence of reading interest on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.
2. Obtained from the data analysis using the same instrument as above, it was proven that the sig. value was in significant level. Thus, the second alternative hypothesis was accepted and second null hypothesis was rejected. It means that there was a significant influence of self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.
3. From the research finding, it was found out that the influence of reading interest and self-efficacy on reading comprehension showed that the sig. value was in significant level. Thus, the third alternative hypothesis was accepted and the third null hypothesis was rejected. It means that there



was a significant influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

5.2 Implications

The findings of the research bring some implications in the teaching and learning process for the teachers to bear in mind and put into practice.

1. Since reading interest gave no significant influence to the students' comprehension, the teachers are expected to find other factors that can support student's learning for better comprehension.
2. It was the fact based on the finding of the study that Self-efficacy has an influence on students' reading comprehension. That is to say, students with high self-efficacy are likely to have high scores in reading comprehension than those who have low self-efficacy. Therefore, teachers need to develop students' self-efficacy in many ways depending on their ability and interest.
3. Since both reading interest and self-efficacy significantly influence students' comprehension, teachers in the teaching and learning process need to make sure that they keep on making students interested in learning in order to build their self-confidence that they are capable of doing any task given to them either in class or at home.
4. The findings of this research need to be applied as feedback for teachers. The teacher are required to make an evaluation related to teaching and



students' achievement by considering appropriate learning methods and strategies that can raise students' reading interest and self-efficacy.

Recommendations

Having read the results of the study along with the discussion of the findings, some recommendations are given as follows:

For the teachers:

1. Teachers are recommended that they create awareness among the students' parents of the need for their children learning as well as a request for their assistance to inculcate positive reading interest and self-efficacy at home to ensure that what happens at school matches what happen at home.
2. The mismatch between teachers' teaching strategies and students' learning needs and abilities can impact upon their learning as they may not addresss their academic reading needs. Consequently, students' reading interest as well as their level of self-efficacy can be affected. Therefore, teachers are recommended that they apply appropriate strategies in teaching that can interest students in learning and build up their self-efficacy.
3. It has been recognized that teachers are motivators and facilitators. Therefore, they need to encourage the students to keep on reading and arouse their interest to improve their reading comprehension. The teachers should know and be able to implement better methods and

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strategies in teaching reading. Teachers should also give high motivation to the students to read English literature in order to improve their reading comprehension.

For the students:

Interest in reading and belief in ability are absolutely indispensable; students are expected to increase their reading interest and self-efficacy to support their learning. Students should be motivated in reading and have the ability to accomplish specific tasks. Thus, they can develop their learning through reading comprehension.

2. Students are recommended that they study harder. Even though their reading interest and self-efficacy were good based on the finding of this research, they still need to learn more and they have to do more practice to improve their reading comprehension.

Finally, it is recommended that future researchers deal with similar topic with larger population and sample so that better results can be obtained. In addition, correlational studies are recommended that they be conducted to know which variables influence other variables and to what extent the correlation may exist especially concerning reading comprehension.

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Appendix 1

Reading Comprehension Test

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU



The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line, but found the turtle there waiting for him.

1. What is the main idea of the second paragraph?

- A. Much to the rabbit's surprise, the turtle challenged him to a race
- B. The rabbit thought this was a good joke and accepted the challenge
- C. The fox was to be the umpire of the race
- D. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought
- E. However, the rabbit slept longer than he had thought and woke up

2. What did the turtle do when the rabbit took a nap?

- A. The turtle laughed at the rabbit
- B. The turtle challenged him to race
- C. The turtle also slept
- D. The turtle kept walking step by step by step
- E. The turtle stood still

3. He went at full-speed to the finish line...

The word "he" in line 10 refers to...

- A. The turtle
- B. The fox
- C. The rabbit
- D. Everyone
- E. The lion

4. What can be inferred from the text?

- A. Help someone who needs something
- B. Do not underestimate someone by his ability
- C. Make a friend with someone you like
- D. Appreciate people's work
- E. Do whatever you want

5. The fox was to be the umpire of the race.
The word underlined above means...

- A. Helper
- B. Founder
- C. Judge
- D. Walker
- E. Owner

Raden Begawan

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

6. What is the main idea of the third paragraph?

- A. The fairy could not accept this, so she killed Raden Begawan
- B. When Princess Teja Nirmala heard this, she was very sad
- C. One day Sang Prabu made up his mind to settle the matter by a show of strength
- D. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy
- E. Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals

7. Which one of the following statements is false about Sang Prabu?

- A. Sang Prabu was a father of his only daughter
- B. Sang Prabu was taken to Kahyangan by a wicked fairy
- C. Sang Prabu was a king of a kingdom in West Java
- D. Sang Prabu was a wise man
- E. Sang Prabu did not have a son

8. So a nice fairy took her to the Kahyangan. (line 11). The word "her" in the sentence refers to...

- A. The wicked fairy
- B. The nice fairy
- C. Prince Blambangan
- D. Prince Teja
- E. Princess Nirmala



9. What is the purpose that can be inferred from the text?
- Tell past events
 - Amuse the readers
 - Describe someone/something
 - Report an event to the readers
 - Inform the readers about events of the day
10. ...him unconscious and he forgot his wedding (line 8). The word underlined above means...
- Divorce
 - Marriage
 - Performance
 - Show
 - Join

Singapore

Singapore is a South-East Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also is known as the Asian Tiger economy, based on its external trade and workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport.

Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

11. What is the main idea of the second paragraph?
- Majority ethnic groups in Singapore are Chinese, Malay, and Indian
 - Singapore Independence Day was on the 9th of August 1965
 - Singapore is a South-East Asian country located between Malaysia and Indonesia
 - Singapore is known for its transition as a third-world country to the first-world country
 - Singapore is home to 5.6 million people with a diverse culture
12. Which one of the following statements is true about Singapore?
- Singapore is as big as Indonesia
 - Liberty Statue is the official mascot of Singapore
 - Singapore is a North-East Asian country
 - Singapore is known as the Asian Tiger economy
 - Malay, Indian and Thai are the majority ethnic group in Singapore
13. ...based on its external trade and workforce (line 3). The word "its" refers to...
- Asian Tiger
 - Singapore
 - South-East Asian Country
 - Economy



B. Malay

14. The text mainly describes...

- A. The location of Singapore
- B. Majority ethnics in Singapore
- C. Economy of Singapore
- D. Singapore country
- E. The Independence Day

15. ...but the city ranks highly in numerous international rankings for its education,...

The word underlined above means...

- A. Many
- B. Few
- C. Little
- D. Similar
- E. Uniform

Venice is a city in northern Italy. It has been known as the “Queen of the Adriatic”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common used by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

16. What is the main idea of the second paragraph?

- A. Venice is a city in northern Italy
- B. Venice is world famous for its canals
- C. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon.
- D. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot
- E. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies

17. Which one of the following statements is false about Venice?

- A. Venice is known as “The City of Light”
- B. Venice is connected by about 117 bridges.
- C. Traghetto is usual gondola that is used by Venetians
- D. Shallow lagoon has 150 canals.
- E. Venice has many personal boats



18. It is the classical Venetian boat which nowadays is mostly used for tourists, ... (line 8)

The word "it" refers to...

- A. Gondola
- B. Venice
- C. You
- D. Canal
- E. Wedding

19. What is the suitable title for the text?

- A. Gondola
- B. Traghetto
- C. Venice
- D. Italy
- E. Canal

20. The canals serve the function of roads, ...

The word underlined above means...

- A. Suffice
- B. Destroy
- C. Follow
- D. Accept
- E. Provide

My Holiday

Last holiday my family and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro.

On Friday, we went to the sanctuaries in Prambanan. There were three major temples, the Brahmana, Syiwa and Wisnu. They were truly stunning. We went by just Brahmana and Syiwa temple because Wisnu temple was being remodeled.

On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate because we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur.

We touched base there at 4 p.m. At 6 p.m., we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

21. What does the third paragraph talk about?

- A. They went to Yogya Kraton
- B. They met kind aide
- C. They spent 2 hours in Kraton
- D. They went to Borobudur after Kraton
- E. They visited Prambanan

22. Why did they just visit Brahmana and Syiwa temples?

- A. Wisnu temple was being destroyed
- B. Wisnu temple was being repaired
- C. Wisnu temple was small
- D. Wisnu temple was dirty
- E. There was no other temple



23. They were truly stunning (line 4).

The word "They" refers to...

- A. Prambanan, Brahmana, Wisnu, Syiwa
- B. Brahmana and Syiwa
- C. Syiwa, Wisnu, Brahmana
- D. Wisnu, Syiwa, Prambanan
- E. Prambanan, Wisnu, Brahmana

24. The text mainly discuss about...

- A. The writer's trip to Yogyakarta
- B. The writer's first visit to Prambanan
- C. The writer's impression about the guide
- D. The writer's experience at Yogya Kraton
- E. The writer's impression about Borobudur

25. We were **fortunate** because we were driven...

The word underlined above means...

- A. Happy
- B. Losing
- C. Lucky
- D. Poor
- E. Successful

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Appendix 2

Answer Key of Reading
Comprehension Test

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1. A

2. D

3. C

4. B

5. C

- | | | |
|-------|-------|-------|
| 11. E | 16. B | 21. A |
| 12. D | 17. B | 22. B |
| 13. B | 18. A | 23. C |
| 14. D | 19. C | 24. A |
| 15. A | 20. E | 25. C |





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Appendix 3

Reading Interest Questionnaire

UIN SUSKA RIAU



PENGISIAN ANGKET

Bagian A : Reading Interest

- Petunjuk
1. Angket bertujuan untuk mengumpulkan data berhubungan dengan penelitian ilmiah
 2. Angket ini tidak mempengaruhi nilai atau prestasi anda
 3. Beri tanda (v) pada jawaban yang dianggap benar dan sesuai dengan pendapat anda sendiri
 4. Cara menjawab pernyataan:
 - Pilihlah **TP** jika anda **TIDAK PERNAH** melakukan hal tersebut
 - Pilihlah **JR** jika anda **JARANG** melakukan hal tersebut
 - Pilihlah **KD** jika anda **KADANG-KADANG** melakukan hal tersebut
 - Pilihlah **BS** jika anda **BIASANYA** melakukan hal tersebut
 - Pilihlah **SL** jika anda **SELALU** melakukan hal tersebut

No	Pernyataan	TP	JR	KD	BS	SL
1	Saya perlu meninjau kembali (review) materi/pelajaran di rumah <i>I need to review learning material at home</i>					
2	Saya tidak mencari informasi tentang materi yang kurang dipahami <i>I don't look for the information about the material which I don't understand</i>					
3	Saya merasa senang ketika menyelesaikan tugas <i>I feel happy while doing the task</i>					
4	Saya tidak pernah dipaksa membaca oleh orang lain melainkan kemauan saya sendiri <i>I have never been forced to read by someone but my desire</i>					
5	Saya tidak membuat catatan setelah membaca <i>I don't make a note after reading</i>					
6	Saya tidak perlu membaca dari beberapa referensi <i>I don't need to read some references</i>					
7	Saya menggunakan waktu luang untuk membaca <i>I use my free time to read</i>					



8	Saya merasa gembira ketika membaca teks cerita					
2.	<i>I feel happy while reading a story text</i>					
9	Saya tidak mempunyai jadwal untuk kegiatan membaca					
	<i>I don't have schedule to do reading activity</i>					
10	Saya menceritakan kepada keluarga atau teman tentang buku yang saya baca					
	<i>I tell my family or friends about what book I have read</i>					
11	Saya perlu membaca pengetahuan umum					
	<i>I need to read general knowledge</i>					
12	Saya mengajak teman-teman untuk membuat kelompok membaca					
	<i>I invite my friends to make reading group</i>					
13	Saya cenderung melakukan aktivitas selain membaca untuk bersenang-senang					
	<i>I tend to do other activity than reading to have fun</i>					
14	Saya membaca di rumah sebelum mempelajari materi baru di sekolah					
	<i>I read at home before learning new material at school</i>					
15	Saya mendiskusikan tentang apa yang telah saya baca dengan seseorang yang lebih menguasai materi tersebut					
	<i>I discuss about what I have read with someone who master the material</i>					
16	Saya tidak perlu membaca ketika sudah mengetahui suatu hal					
	<i>I don't need to read after knowing something</i>					
17	Saya menyisihkan waktu untuk membaca buku di perpustakaan					
	<i>I use my time to read at library</i>					

18	Saya merasa jenuh ketika membaca beberapa buku <i>I feel saturated when I read some books</i>					
19	Saya tidak mempunyai konsentrasi yang tinggi ketika membaca <i>I don't have high concentration while reading</i>					
20	Saya mengaplikasikan apa yang saya dapat dari membaca <i>I apply what I have got from reading</i>					
21	Menurut saya membaca sangat dibutuhkan <i>Reading is extremely needed in my opinion</i>					
22	Saya suka bertanya kepada orang lain daripada mencari sendiri <i>I prefer asking someone to finding myself</i>					
23	Menyenangkan bagi saya membaca buku yang diluar bidang pengetahuan yang saya miliki <i>I feel happy when I read a book which is outside of my field.</i>					
24	Saya lebih suka bermain daripada membaca <i>I prefer playing to reading</i>					
25	Saya tidak membaca kembali buku yang saya baca untuk mengerti intisainya <i>I don't reread a book to understand the gist</i>					



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Appendix 4

Self-Efficacy Questionnaire

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UIN SUSKA RIAU



PENGISIAN ANGKET

Bagian B Self-Efficacy

Petunjuk

Angket ini bertujuan untuk mengumpulkan data berhubungan dengan penelitian ilmiah
Angket ini tidak mempengaruhi nilai atau prestasi anda
Beri tanda (v) pada jawaban yang dianggap benar dan sesuai dengan pendapat anda sendiri

Cara menjawab pernyataan:

- Pilihlah **SS** jika anda **SANGAT SETUJU** dengan pernyataan tersebut
- Pilihlah **S** jika anda **SETUJU** dengan pernyataan tersebut
- Pilihlah **R** jika anda **RAGU-RAGU** dengan pernyataan tersebut
- Pilihlah **TS** jika anda **TIDAK SETUJU** dengan pernyataan tersebut
- Pilihlah **STS** jika anda **SANGAT TIDAK SETUJU** dengan pernyataan tersebut

No	Pernyataan	SS	S	R	TS	STS
1	Sulit bagi saya untuk berpegang teguh pada tujuan dan meraihnya dalam pembelajaran <i>reading comprehension</i> <i>It is hard for me to cling the aim and achieve it in reading comprehension</i>					
2	Saya bisa memecahkan masalah sulit jika saya berusaha keras dalam pembelajaran <i>reading comprehension</i> <i>I can solve the difficult problem if I try hard in reading comprehension</i>					
3	Saya melatih <i>reading comprehension</i> dengan membaca buku Bahasa Inggris di waktu luang <i>I practice my reading comprehension by reading English book in free time</i>					
4	Saya yakin memiliki kemampuan untuk mengerjakan beberapa macam tugas dalam <i>reading comprehension</i> <i>I am sure that I have ability to do some kinds of tasks in reading comprehension</i>					
5	Ketika seseorang memiliki pendapat yang berbeda dengan saya, saya tidak bisa menemukan cara dan jalan untuk meyakinkan dia bahwa jawaban saya benar dalam <i>reading comprehension</i>					



		<i>When someone has different opinion with me, I cannot find a way to convince him that my answer is correct in reading comprehension</i>					
2.	Diarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	6 Saya membuat rangkuman setelah membaca teks Bahasa Inggris <i>I make a summary after reading English text</i>					
7		Saya yakin dapat menjawab soal sulit dalam tugas <i>reading comprehension</i> <i>I believe that I can answer difficult questions in reading comprehension</i>					
8		Saya tetap tenang ketika menghadapi masalah, karena saya bisa mengandalkan pemahaman saya dalam membaca <i>I remain calm when facing problem, because I can count on my comprehension in reading</i>					
9		Saya tidak mencari arti dari kata yang kurang familiar setelah saya membaca teks Bahasa Inggris <i>I do not search meaning of the word which is not familiar after reading English text</i>					
10		Saya yakin mendapatkan nilai yang bagus ketika mengerjakan tugas <i>reading comprehension</i> yang sulit <i>I believe that I get good score when I do difficult reading comprehension task</i>					
11		Apabila terdapat banyak kesulitan di dalam tugas <i>reading comprehension</i> , saya akan kewalahan dalam pengerjaan soal <i>If there are some difficulties in reading comprehension task, I feel overwhelmed in finishing the question</i>					
12		Saya bisa menggunakan Bahasa Inggris diluar sekolah <i>I use English outside of school</i>					
13		Saya ragu dapat menyelesaikan tugas <i>reading comprehension</i> yang sulit tanpa bantuan dari teman saya <i>I feel doubt in finishing difficult reading comprehension task without a help from my friend</i>					
14		Saya selalu melakukan yang terbaik dalam melakukan tugas <i>reading comprehension</i>					

		<i>I always do my best in doing reading comprehension task</i>					
15	2. Diarangi mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	Saya mencari beberapa referensi untuk mendukung bacaan saya <i>I search some references to support my reading</i>					
16		Saya yakin dapat menceritakan apa yang saya baca <i>I believe that I can tell what I have read</i>					
17		Saya bisa menemukan strategi yang dapat membantu saya untuk menjawab semua pertanyaan pada tugas <i>reading comprehension</i> <i>I can find a strategy which helps me to answer in reading comprehension task</i>					
18		Saya tidak mengerti teks Bahasa Inggris tanpa melihat buku yang telah dibaca <i>I do not understand English text without looking at book after reading</i>					
19		Mengerjakan tugas <i>reading comprehension</i> yang sulit tidak membuat saya cemas <i>Doing difficult reading comprehension task does not make me anxious</i>					
20		Ketika saya dihadapkan masalah dengan tugas <i>reading comprehension</i> , saya tidak bisa memikirkan solusinya <i>When facing problem in reading comprehension task, I can not think of the solution</i>					
21		Saya mendiskusikan pemikiran saya dengan teman tentang tugas <i>reading comprehension</i> <i>I discuss my perspective with friends about reading comprehension task</i>					
22		Saya yakin dapat memahami intisari dari apa yang saya baca <i>I believe that I can understand the gist from what I have read</i>					
23		Saya mendorong/memotivasi diri saya ketika berhadapan dengan kesulitan dalam tugas <i>reading comprehension</i> <i>I encourage myself while facing difficulties in reading comprehension task</i>					
24		Saya melatih Bahasa Inggris saya dengan teman setelah mendapatkan pembelajaran					

<i>I practice my English with friends after getting lesson</i>					
--	--	--	--	--	--



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Appendix 5

Result of Students' Reading Comprehension Test

State Islamic University of Sultan Syarif Kasim Riau

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The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line, but found the turtle there waiting for him.

1. What is the main idea of the second paragraph?

- A. Much to the rabbit's surprise, the turtle challenged him to a race
- B. The rabbit thought this was a good joke and accepted the challenge
- C. The fox was to be the umpire of the race
- D. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought
- E. However, the rabbit slept longer than he had thought and woke up

2. What did the turtle do when the rabbit took a nap?

- A. The turtle laughed at the rabbit
- B. The turtle challenged him to race
- C. The turtle also slept
- D. The turtle kept walking step by step by step
- E. The turtle stood still

3. He went at full-speed to the finish line...

The word "he" in line 10 refers to...

- A. The turtle
- B. The fox
- C. The rabbit
- D. Everyone
- E. The lion

4. What can be inferred from the text?

- A. Help someone who needs something
- B. Do not underestimate someone by his ability
- C. Make a friend with someone you like
- D. Appreciate people's work
- E. Do whatever you want



5. The fox was to be the umpire of the race.

The word underlined above means...

- A. Helper
- ☒ B. Founder
- ☐ C. Judge
- D. Walker
- E. Owner

Raden Begawan

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

6. What is the main idea of the third paragraph?
 - A. The fairy could not accept this, so she killed Raden Begawan
 - B. When Princess Teja Nirmala heard this, she was very sad
 - C. One day Sang Prabu made up his mind to settle the matter by a show of strength
 - ☒ D. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy
 - E. Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals
7. Which one of the following statements is false about Sang Prabu?
 - A. Sang Prabu was a father of his only daughter
 - B. Sang Prabu was taken to Kahyangan by a wicked fairy
 - C. Sang Prabu was a king of a kingdom in West Java
 - ☒ D. Sang Prabu was a wise man
 - E. Sang Prabu did not have a son
8. So a nice fairy took her to the Kahyangan. (line 11). The word "her" in the sentence refers to...
 - ☒ A. The wicked fairy
 - B. The nice fairy
 - C. Prince Blambangan
 - D. Prince Teja
 - E. Princess Nirmala

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9. What is the purpose that can be inferred from the text?

- A. Tell past events
- B. Amuse the readers
- ☒ C. Describe someone/something
- D. Report an event to the readers
- E. Inform the readers about events of the day

10. ... him unconscious and he forgot his wedding(line 8). The word underlined above means...

- ☒ A. Divorce
- B. Marriage
- C. Performance
- D. Show
- E. Join

Singapore

Singapore is a South-East Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also is known as the Asian Tiger economy, based on its external trade and workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport.

Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

11. What is the main idea of the second paragraph?

- A. Majority ethnic groups in Singapore are Chinese, Malay, and Indian
- B. Singapore Independence Day was on the 9th of August 1965
- C. Singapore is a South-East Asian country located between Malaysia and Indonesia
- D. Singapore is known for its transition as a third-world country to the first-world country
- E. Singapore is home to 5.6 million people with a diverse culture

12. Which one of the following statements is true about Singapore?

- A. Singapore is as big as Indonesia
- B. Liberty Statue is the official mascot of Singapore
- C. Singapore is a North-East Asian country
- ☒ D. Singapore is known as the Asian Tiger economy
- E. Malay, Indian and Thai are the majority ethnic group in Singapore

13. ... based on its external trade and workforce (line 3).

The word "its" refers to...

- ☒ A. Asian Tiger
- B. Singapore
- C. South-East Asian Country
- D. Economy



E. Malay

14. The text mainly describes...

- ☒ A. The location of Singapore
- ☐ B. Majority ethnics in Singapore
- ☐ C. Economy of Singapore
- ☐ D. Singapore country
- ☐ E. The Independence Day

15. ...but the city ranks highly in numerous international rankings for its education,...
The word underlined above means...

- ☐ A. Many
- ☐ B. Few
- ☒ C. Little
- ☐ D. Similar
- ☐ E. Uniform

Venice is a city in northern Italy. It has been known as the “Queen of the Adriatic”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city’s islands. The city has many private boats. The only gondolas still in common used by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

16. What is the main idea of the second paragraph?

- ☐ A. Venice is a city in northern Italy
- ☒ B. Venice is world famous for its canals
- ☐ C. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon.
- ☐ D. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot
- ☐ E. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies

17. Which one of the following statements is false about Venice?

- ☐ A. Venice is known as “The City of Light”
- ☐ B. Venice is connected by about 117 bridges.
- ☐ C. Traghetto is usual gondola that is used by Venetians
- ☒ D. Shallow lagoon has 150 canals.
- ☐ E. Venice has many personal boats

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18. It is the classical Venetian boat which nowadays is mostly used for tourists, ... (line 8)

The word "it" refers to...

- A. Gondola
- ☒ B. Venice
- C. You
- D. Canal
- E. Wedding

19. What is the suitable title for the text?

- A. Gondola
- B. Fraghetti
- ☒ C. Venice
- D. Italy
- E. Canal

20. The canals serve the function of roads, ...

The word underlined above means...

- ☒ A. Suffice
- B. Destroy
- C. Follow
- D. Accept
- E. Provide

My Holiday

Last holiday my family and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro.

On Friday, we went to the sanctuaries in Prambanan. There were three major temples, the Brahmana, Syiwa and Wisnu. They were truly stunning. We went by just Brahmana and Syiwa temple because Wisnu temple was being remodeled.

On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate because we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur.

We touched base there at 4 p.m. At 6 p.m., we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

21. What does the third paragraph talk about?

- ☒ A. They went to Yogya Kraton
- B. They met kind aide
- C. They spent 2 hours in Kraton
- D. They went to Borobudur after Kraton
- E. They visited Prambanan

22. Why did they just visit Brahmana and Syiwa temples?

- A. Wisnu temple was being destroyed
- ☒ B. Wisnu temple was being repaired
- C. Wisnu temple was small
- D. Wisnu temple was dirty
- E. There was no other temple



23. They were truly stunning (line 4).

The word "They" refers to...

- A. Prambanan, Brahmana, Wisnu, Syiwa
- B. ☒ Brahmana and Syiwa
- C. Syiwa, Wisnu, Brahmana
- D. Wisnu, Syiwa, Prambanan
- E. Prambanan, Wisnu, Brahmana

24. The text mainly discuss about...

- A. The writer's trip to Yogyakarta
- B. The writer's first visit to Prambanan
- C. The writer's impression about the guide
- D. The writer's experience at Yogya Kraton
- E. The writer's impression about Borobudur

25. We were fortunate because we were driven...

The word underlined above means...

- A. Happy
- B. Losing
- C. ☒ Lucky
- D. Poor
- E. Successful

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The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line, but found the turtle there waiting for him.

1. What is the main idea of the second paragraph?

- A. Much to the rabbit's surprise, the turtle challenged him to a race
- ☒ B. The rabbit thought this was a good joke and accepted the challenge
- C. The fox was to be the umpire of the race
- D. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought
- E. However, the rabbit slept longer than he had thought and woke up

2. What did the turtle do when the rabbit took a nap?

- A. The turtle laughed at the rabbit
- B. The turtle challenged him to race
- C. The turtle also slept
- ☒ D. The turtle kept walking step by step by step
- E. The turtle stood still

3. He went at full speed to the finish line...

The word "he" in line 10 refers to...

- A. The turtle
- B. The fox
- ☒ C. The rabbit
- D. Everyone
- E. The lion

4. What can be inferred from the text?

- A. Help someone who needs something
- ☒ B. Do not underestimate someone by his ability
- C. Make a friend with someone you like
- D. Appreciate people's work
- E. Do whatever you want



5. The fox was to be the umpire of the race.
The word underlined above means...
- Helper
 - Founder
 - Judge
 - Walker
 - Owner

Raden Begawan

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

- What is the main idea of the third paragraph?
 - ☒ The fairy could not accept this, so she killed Raden Begawan
 - ☐ When Princess Teja Nirmala heard this, she was very sad
 - ☐ One day Sang Prabu made up his mind to settle the matter by a show of strength
 - ☐ When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy
 - ☐ Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals
- Which one of the following statements is false about Sang Prabu?
 - ☒ Sang Prabu was a father of his only daughter
 - ☐ Sang Prabu was taken to Kahyangan by a wicked fairy
 - ☐ Sang Prabu was a king of a kingdom in West Java
 - ☐ Sang Prabu was a wise man
 - ☐ Sang Prabu did not have a son
- So a nice fairy took her to the Kahyangan. (line 11). The word "her" in the sentence refers to...
 - ☐ The wicked fairy
 - ☐ The nice fairy
 - ☐ Prince Blambangan
 - ☐ Prince Teja
 - ☒ Princess Nirmala

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9. What is the purpose that can be inferred from the text?

- ☒ A. Tell past events
- ☐ B. Amuse the readers
- ☐ C. Describe someone/something
- ☐ D. Report an event to the readers
- ☐ E. Inform the readers about events of the day

10. ...him unconscious and he forgot his wedding (line 8). The word underlined above means...

- ☐ A. Divorce
- ☒ B. Marriage
- ☐ C. Performance
- ☐ D. Show
- ☐ E. Join

Singapore

Singapore is a South-East Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also is known as the Asian Tiger economy, based on its external trade and workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport.

Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

11. What is the main idea of the second paragraph?

- ☐ A. Majority ethnic groups in Singapore are Chinese, Malay, and Indian
- ☐ B. Singapore Independence Day was on the 9th of August 1965
- ☐ C. Singapore is a South-East Asian country located between Malaysia and Indonesia
- ☐ D. Singapore is known for its transition as a third-world country to the first-world country
- ☒ E. Singapore is home to 5.6 million people with a diverse culture

12. Which one of the following statements is true about Singapore?

- ☐ A. Singapore is as big as Indonesia
- ☐ B. Liberty Statue is the official mascot of Singapore
- ☐ C. Singapore is a North-East Asian country
- ☒ D. Singapore is known as the Asian Tiger economy
- ☐ E. Malay, Indian and Thai are the majority ethnic group in Singapore

13. ..., based on its external trade and workforce (line 3).

The word "its" refers to...

- ☐ A. Asian Tiger
- ☒ B. Singapore
- ☐ C. South-East Asian Country
- ☐ D. Economy



E. Malay

14. The text mainly describes...

- A. ☒ The location of Singapore
- B. ☐ Majority ethnics in Singapore
- C. ☐ Economy of Singapore
- D. ☐ Singapore country
- E. ☐ The Independence Day

15. ...but the city ranks highly in numerous international rankings for its education,...

The word underlined above means...

- A. ☒ Many
- B. ☐ Few
- C. ☐ Little
- D. ☐ Similar
- E. ☐ Uniform

Venice is a city in northern Italy. It has been known as the “Queen of the Adriatic”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city’s islands. The city has many private boats. The only gondolas still in common used by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

16. What is the main idea of the second paragraph?

- A. ☐ Venice is a city in northern Italy ✗
- B. ☒ Venice is world famous for its canals ✓
- C. ☐ It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. ✓
- D. ☐ In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot
- E. ☐ It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies

17. Which one of the following statements is false about Venice?

- A. ☐ Venice is known as “The City of Light”
- B. ☐ Venice is connected by about 117 bridges.
- C. ☒ Traghetto is usual gondola that is used by Venetians
- D. ☐ Shallow lagoon has 150 canals.
- E. ☐ Venice has many personal boats

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18. It is the classical Venetian boat which nowadays is mostly used for tourists, ... (line 8)

The word "it" refers to...

- A. Gondola
- ☒ B. Venice
- C. You
- D. Canal
- E. Wedding

19. What is the suitable title for the text?

- A. Gondola
- B. Fraghetti
- ☒ C. Venice
- D. Italy
- E. Canal

20. The canals serve the function of roads, ...

The word underlined above means...

- A. Suffice
- B. Destroy
- C. Follow
- D. Accept
- ☒ E. Provide

My Holiday

Last holiday my family and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro.

On Friday, we went to the sanctuaries in Prambanan. There were three major temples, the Brahmana, Syiwa and Wisnu. They were truly stunning. We went by just Brahmana and Syiwa temple because Wisnu temple was being remodeled.

On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate because we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur.

We touched base there at 4 p.m. At 6 p.m., we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

21. What does the third paragraph talk about?

- A. They went to Yogya Kraton
- B. They met kind aide
- C. They spent 2 hours in Kraton
- ☒ D. They went to Borobudur after Kraton
- E. They visited Prambanan

22. Why did they just visit Brahmana and Syiwa temples?

- A. Wisnu temple was being destroyed
- B. Wisnu temple was being repaired
- C. Wisnu temple was small
- D. Wisnu temple was dirty
- ☒ E. There was no other temple



23. They were truly stunning (line 4).

The word "They" refers to...

- A. Prambanan, Brahmana, Wisnu, Syiwa
- B. Brahmana and Syiwa
- ☒ C. Syiwa, Wisnu, Brahmana
- D. Wisnu, Syiwa, Prambanan
- E. Prambanan, Wisnu, Brahmana

24. The text mainly discuss about...

- A. The writer's trip to Yogyakarta
- ☒ B. The writer's first visit to Prambanan
- C. The writer's impression about the guide
- D. The writer's experience at Yogya Kraton
- E. The writer's impression about Borobudur

25. We were fortunate because we were driven...

The word underlined above means...

- A. Happy
- B. Losing
- ☒ C. Lucky
- D. Poor
- E. Successful

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Appendix 6

Result of Students' Reading
Interest Questionnaire

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU



PENGISIAN ANGKET

Bagian A : Reading Interest

Petunjuk

1. Angket bertujuan untuk mengumpulkan data berhubungan dengan penelitian ilmiah
2. Angket ini tidak mempengaruhi nilai atau prestasi anda
3. Beri tanda (✓) pada jawaban yang dianggap benar dan sesuai dengan pendapat anda sendiri
4. Cara menjawab pernyataan:

- Pilihlah **TP** jika anda **TIDAK PERNAH** melakukan hal tersebut
- Pilihlah **JR** jika anda **JARANG** melakukan hal tersebut
- Pilihlah **KD** jika anda **KADANG-KADANG** melakukan hal tersebut
- Pilihlah **BS** jika anda **BIASANYA** melakukan hal tersebut
- Pilihlah **SL** jika anda **SELALU** melakukan hal tersebut

No.	Pernyataan	1 TP	2 JR	3 KD	4 BS	5 SL
1	Saya perlu meninjau kembali (review) materi/pelajaran di rumah			✓		
2	Saya tidak mencari informasi tentang materi yang kurang dipahami				✓	
3	Saya merasa senang ketika menyelesaikan tugas		✓			
4	Saya tidak pernah dipaksa membaca oleh orang lain melainkan kemauan saya sendiri			✓		
5	Saya tidak membuat catatan setelah membaca		✓			
6	Saya tidak perlu membaca dari beberapa referensi			✓		
7	Saya menggunakan waktu luang untuk membaca		✓			
8	Saya merasa gembira ketika membaca teks cerita		✓			
9	Saya tidak mempunyai jadwal untuk kegiatan membaca			✓		
10	Saya menceritakan kepada keluarga atau teman tentang buku yang saya baca		✓			



		TP	JR	KD	BS	SI
11	Saya perlu membaca pengetahuan umum			✓		
12	Saya mengajak teman-teman untuk membuat kelompok membaca			✓		
13	Saya cenderung melakukan aktivitas selain membaca untuk bersenang-senang				✓	
14	Saya membaca di rumah sebelum mempelajari materi baru di sekolah			✓		
15	Saya mendiskusikan tentang apa yang telah saya baca dengan seseorang yang lebih menguasai materi tersebut		✓			
16	Saya tidak perlu membaca ketika sudah mengetahui suatu hal					✓
17	Saya menyisihkan waktu untuk membaca buku di perpustakaan			✓		
18	Saya merasa jenuh ketika membaca beberapa buku				✓	
19	Saya tidak mempunyai konsentrasi yang tinggi ketika membaca	✓				
20	Saya mengaplikasikan apa yang saya dapat dari membaca		✓			
21	Menurut saya membaca sangat dibutuhkan					✓
22	Saya suka bertanya kepada orang lain daripada mencari sendiri		✓			
23	Menyenangkan bagi saya membaca buku yang diluar bidang pengetahuan yang saya miliki		✓			
24	Saya lebih suka bermain daripada membaca				✓	
25	Saya tidak membaca kembali buku yang saya baca untuk mengerti intisarinnya				✓	

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Bagian A : Reading Interest

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3. Beri tanda (✓) pada jawaban yang dianggap benar dan sesuai dengan pendapat anda sendiri
4. Cara menjawab pernyataan:
 - Pilihlah **TP** jika anda **TIDAK PERNAH** melakukan hal tersebut
 - Pilihlah **JR** jika anda **JARANG** melakukan hal tersebut
 - Pilihlah **KD** jika anda **KADANG-KADANG** melakukan hal tersebut
 - Pilihlah **BS** jika anda **BIASANYA** melakukan hal tersebut
 - Pilihlah **SL** jika anda **SELALU** melakukan hal tersebut

No.	Pernyataan	TP	JR	KD	BS	SL
1	Saya perlu meninjau kembali (review) materi/pelajaran di rumah			✓		
2	Saya tidak mencari informasi tentang materi yang kurang dipahami				✓	
3	Saya merasa senang ketika menyelesaikan tugas					✓
4	Saya tidak pernah dipaksa membaca oleh orang lain melainkan kemauan saya sendiri		✓			
5	Saya tidak membuat catatan setelah membaca	✓				
6	Saya tidak perlu membaca dari beberapa referensi	✓				
7	Saya menggunakan waktu luang untuk membaca		✓			
8	Saya merasa gembira ketika membaca teks cerita		✓			
9	Saya tidak mempunyai jadwal untuk kegiatan membaca		✓			
10	Saya menceritakan kepada keluarga atau teman tentang buku yang saya baca	✓				



11	Saya perlu membaca pengetahuan umum			✓		
12	Saya mengajak teman-teman untuk membuat kelompok membaca			✓		
13	Saya cenderung melakukan aktivitas selain membaca untuk bersenang-senang	✓				
14	Saya membaca di rumah sebelum mempelajari materi baru di sekolah		✓			
15	Saya mendiskusikan tentang apa yang telah saya baca dengan seseorang yang lebih menguasai materi tersebut				✓	
16	Saya tidak perlu membaca ketika sudah mengetahui suatu hal			✓		
17	Saya menyisihkan waktu untuk membaca buku di perpustakaan	✓				
18	Saya merasa jenuh ketika membaca beberapa buku				✓	
19	Saya tidak mempunyai konsentrasi yang tinggi ketika membaca			✓		
20	Saya mengaplikasikan apa yang saya dapat dari membaca	✓				
21	Menurut saya membaca sangat dibutuhkan				✓	
22	Saya suka bertanya kepada orang lain daripada mencari sendiri			✓		
23	Menyenangkan bagi saya membaca buku yang diluar bidang pengetahuan yang saya miliki		✓			
24	Saya lebih suka bermain daripada membaca					✓
25	Saya tidak membaca kembali buku yang saya baca untuk mengerti intisarinnya	✓				

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Appendix 7

Result of Students' Self-Efficacy Questionnaire

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU



PENGISIAN ANGKET

Bagian B : Self-Efficacy

Petunjuk

1. Angket ini bertujuan untuk mengumpulkan data berhubungan dengan penelitian ilmiah
2. Angket ini tidak mempengaruhi nilai atau prestasi anda
3. Beri tanda (✓) pada jawaban yang dianggap benar dan sesuai dengan pendapat anda sendiri
4. Cara menjawab pernyataan:
 - Pilihlah **SS** jika anda **SANGAT SETUJU** dengan pernyataan tersebut
 - Pilihlah **S** jika anda **SETUJU** dengan pernyataan tersebut
 - Pilihlah **R** jika anda **RAGU-RAGU** dengan pernyataan tersebut
 - Pilihlah **TS** jika anda **TIDAK SETUJU** dengan pernyataan tersebut
 - Pilihlah **STS** jika anda **SANGAT TIDAK SETUJU** dengan pernyataan tersebut

5 4 3 2 1

No.	Pernyataan	SS	S	R	TS	STS
1	Sulit bagi saya untuk berpegang teguh pada tujuan dan meraihnya dalam pembelajaran <i>reading comprehension</i>				✓	
2	Saya bisa memecahkan masalah sulit jika saya berusaha keras dalam pembelajaran <i>reading comprehension</i>	✓				
3	Saya melatih <i>reading comprehension</i> dengan membaca buku Bahasa Inggris di waktu luang		✓			
4	Saya yakin memiliki kemampuan untuk mengerjakan beberapa macam tugas dalam <i>reading comprehension</i>		✓			
5	Ketika seseorang memiliki pendapat yang berbeda dengan saya, saya tidak bisa menemukan cara dan jalan untuk meyakinkan dia bahwa jawaban saya benar dalam <i>reading comprehension</i>				✓	
6	Saya membuat rangkuman setelah membaca teks Bahasa Inggris	✓		✓		
7	Saya yakin dapat menjawab soal sulit dalam tugas <i>reading comprehension</i>			✓		
8	Saya tetap tenang ketika menghadapi masalah, karena saya bisa mengandalkan pemahaman saya dalam membaca			✓		



9	Saya tidak mencari arti dari kata yang kurang <i>familiar</i> setelah saya membaca teks Bahasa Inggris				✓	
10	Saya yakin mendapatkan nilai yang bagus ketika mengerjakan tugas <i>reading comprehension</i> yang sulit			✓		
11	Apabila terdapat banyak kesulitan di dalam tugas <i>reading comprehension</i> , saya akan kewalahan dalam pengerjaan soal			✓		
12	Saya bisa menggunakan Bahasa Inggris diluar sekolah			✓		
13	Saya ragu dapat menyelesaikan tugas <i>reading comprehension</i> yang sulit tanpa bantuan dari teman saya		✓			
14	Saya selalu melakukan yang terbaik dalam melakukan tugas <i>reading comprehension</i>			✓		
15	Saya mencari beberapa referensi untuk mendukung bacaan saya	✓				
16	Saya yakin dapat menceritakan apa yang saya baca			✓		
17	Saya bisa menemukan strategi yang dapat membantu saya untuk menjawab semua pertanyaan pada tugas <i>reading comprehension</i>		✓			
18	Saya tidak mengerti teks Bahasa Inggris tanpa melihat buku yang telah dibaca			✓		
19	Mengerjakan tugas <i>reading comprehension</i> yang sulit tidak membuat saya cemas		✓			
20	Ketika saya dihadapkan masalah dengan tugas <i>reading comprehension</i> , saya tidak bisa memikirkan solusinya	✓				
21	Saya mendiskusikan pemikiran saya dengan teman tentang tugas <i>reading comprehension</i>			✓		
22	Saya yakin dapat memahami intisari dari apa yang saya baca		✓			

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23	Saya mendorong/memotivasi diri saya ketika berhadapan dengan kesulitan dalam tugas <i>reading comprehension</i>		✓		
24	Saya melatih Bahasa Inggris saya dengan teman setelah mendapatkan pembelajaran		✓		



PENGISIAN ANGKET

Bagian B : Self-Efficacy

Petunjuk

1. Angket ini bertujuan untuk mengumpulkan data berhubungan dengan penelitian ilmiah
2. Angket ini tidak mempengaruhi nilai atau prestasi anda
3. Beri tanda (✓) pada jawaban yang dianggap benar dan sesuai dengan pendapat anda sendiri
4. Cara menjawab pernyataan:
 - Pilihlah **SS** jika anda **SANGAT SETUJU** dengan pernyataan tersebut
 - Pilihlah **S** jika anda **SETUJU** dengan pernyataan tersebut
 - Pilihlah **R** jika anda **RAGU-RAGU** dengan pernyataan tersebut
 - Pilihlah **TS** jika anda **TIDAK SETUJU** dengan pernyataan tersebut
 - Pilihlah **STS** jika anda **SANGAT TIDAK SETUJU** dengan pernyataan tersebut

No.	Pernyataan	SS	S	R	TS	STS
1	Sulit bagi saya untuk berpegang teguh pada tujuan dan meraihnya dalam pembelajaran <i>reading comprehension</i>			✓		
2	Saya bisa memecahkan masalah sulit jika saya berusaha keras dalam pembelajaran <i>reading comprehension</i>		✓			
3	Saya melatih <i>reading comprehension</i> dengan membaca buku Bahasa Inggris di waktu luang			✓		
4	Saya yakin memiliki kemampuan untuk mengerjakan beberapa macam tugas dalam <i>reading comprehension</i>	✓				
5	Ketika seseorang memiliki pendapat yang berbeda dengan saya, saya tidak bisa menemukan cara dan jalan untuk meyakinkan dia bahwa jawaban saya benar dalam <i>reading comprehension</i>	✓				
6	Saya membuat rangkuman setelah membaca teks Bahasa Inggris	✓				
7	Saya yakin dapat menjawab soal sulit dalam tugas <i>reading comprehension</i>			✓		
8	Saya tetap tenang ketika menghadapi masalah, karena saya bisa mengandalkan pemahaman saya dalam membaca		✓			



9	Saya tidak mencari arti dari kata yang kurang <i>familiar</i> setelah saya membaca teks Bahasa Inggris				✓	
10	Saya yakin mendapatkan nilai yang bagus ketika mengerjakan tugas <i>reading comprehension</i> yang sulit			✓		
11	Apabila terdapat banyak kesulitan di dalam tugas <i>reading comprehension</i> , saya akan kewalahan dalam pengerjaan soal			✓		
12	Saya bisa menggunakan Bahasa Inggris diluar sekolah			✓		
13	Saya ragu dapat menyelesaikan tugas <i>reading comprehension</i> yang sulit tanpa bantuan dari teman saya	✓				
14	Saya selalu melakukan yang terbaik dalam melakukan tugas <i>reading comprehension</i>			✓		
15	Saya mencari beberapa referensi untuk mendukung bacaan saya		✓			
16	Saya yakin dapat menceritakan apa yang saya baca		✓			
17	Saya bisa menemukan strategi yang dapat membantu saya untuk menjawab semua pertanyaan pada tugas <i>reading comprehension</i>		✓			
18	Saya tidak mengerti teks Bahasa Inggris tanpa melihat buku yang telah dibaca	✓				
19	Mengerjakan tugas <i>reading comprehension</i> yang sulit tidak membuat saya cemas			✓		
20	Ketika saya dihadapkan masalah dengan tugas <i>reading comprehension</i> , saya tidak bisa memikirkan solusinya			✓		
21	Saya mendiskusikan pemikiran saya dengan teman tentang tugas <i>reading comprehension</i>	✓				
22	Saya yakin dapat memahami intisari dari apa yang saya baca	✓				

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23	Saya mendorong/memotivasi diri saya ketika berhadapan dengan kesulitan dalam tugas <i>reading comprehension</i>		✓			
24	Saya melatih Bahasa Inggris saya dengan teman setelah mendapatkan pembelajaran	✓				



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Appendix 8

Result of Students'
Try Out

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The Result of Students' Reading Comprehension Try Out

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Student 1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Student 2	1	0	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0
Student 3	0	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Student 4	1	0	1	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Student 5	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Student 6	0	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Student 7	1	1	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student 8	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
Student 9	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0
Student 10	0	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1
Student 11	1	1	0	0	0	1	1	0	0	0	1	1	1	1	0	0	0	0	0	0	1	1	0	0	0
Student 12	0	1	0	1	1	0	0	0	1	1	0	0	0	0	1	1	1	1	1	1	0	0	1	1	0
Student 13	1	1	1	0	0	1	0	1	1	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1
Student 14	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0
Student 15	1	0	1	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	1
Student 16	1	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0
Student 17	0	1	1	0	1	1	0	1	0	1	0	1	1	1	0	0	0	0	0	0	1	1	1	1	1
Student 18	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0
Student 19	0	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0
Student 20	1	0	1	0	0	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	1	1
total	11	13	9	12	12	11	9	11	13	12	10	13	11	11	8	11	10	11	12	12	11	7	12	8	10
p	0,55	0,65	0,45	0,6	0,55	0,45	0,45	0,55	0,65	0,6	0,5	0,65	0,55	0,55	0,4	0,55	0,5	0,55	0,6	0,6	0,55	0,35	0,6	0,4	0,5
q	0,45	0,35	0,55	0,4	0,45	0,55	0,55	0,45	0,35	0,4	0,5	0,35	0,45	0,45	0,6	0,45	0,5	0,45	0,4	0,4	0,45	0,65	0,4	0,6	0,5

The Result of Students' Reading Interest Try Out

- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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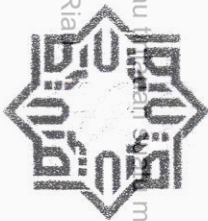
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

[illegible]

The Result of Students' Self-Efficacy Try Out

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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[illegible]



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UIN SUSKA RIAU

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This is to certify that

Name : Muhammad Ramadhan Arif
ID Number : 217900115730
Date of Birth : February 27, 1995
Sex : Male
Test Form : Paper Based Test

Achieved the following scores on the

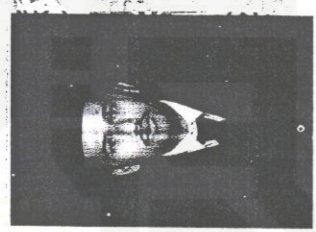
English Proficiency Test

Listening Comprehension : 57
Structure & Written Expressions : 53
Reading Comprehension : 54
Overall Score : 547

Expired Date : May 12, 2021



English Proficiency Test Certificate Provided by
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Head of Language Development Center

Mahyudin Syukri, M. Ag
NIP. 19720421 200604 1 003



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الإسلامية الحكومية

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SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Muhammad Ramadhan Arif

Nomor ID : 21790115730

Jenis Kelamin : Laki-Laki

Tanggal Lahir : 27 Februari 1995

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 46

القواعد : 45

القرءة : 50

النتيجة : 470

Berlaku Hingga : 08 November 2021



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Mahmudin Syukri, M. Ag

The Head of Language Development Center

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1.	12/6-2019	Konsultasi Bab I, II, III		
2.	17/7-2019	Renstra & Laporan Kec I		
3.	26/8-2019	Konsultasi & Laporan Bab I, II, III		
4.	14/11-2019	Konsultasi Pembinaan		
5.	9/12-2019	Konsultasi & Laporan Bab I, II, III		
6.	10/12-2019	Konsultasi Pembinaan		

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Reda H. H. H. H.

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor	Pembimbing / Promotor	Keterangan
1.	28/8-2019	Problem Statement Bab I & II		
2.	3/12-2019	Konsultasi		
3.	31/12-2019	Draft Laporan		
4.	31/12-2019	Laporan & Laporan X1 + X2		
5.	9/12-2019	Revisi Laporan		
6.				

State Islamic University of Sultan Syarif Kasim Riau

Catatan:

Pekabaran:

21/1/2019

Reda H. H. H. H.



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

1. **Muhammad Ramadhan Arif**
2. **21790115730**
3. **Pascasarjana**
4. **Pendidikan Agama Islam**
5. **Pendidikan Bahasa Inggris**

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	4/4/2018 Rabu	Pengaruh pola berpikir konvergen dan divergen terhadap hasil belajar siswa		Ria gamaliza
2		sekolah menengah atas negeri kecamatan SIAT hulu kab. Kampar		
3				
4		kontribusi kecerdasan sosial dan budaya organisasi terhadap kompetensi sosial		Habiburrahman
5		guru di SMP negeri kecamatan kampar kiri kab. Kampar		
6				
7		konsep dan strategi pendidikan Islam dalam keluarga menurut Hasan Langgugung		Siti Maryam
8				
9		Pemikiran Hamka tentang etika pergaulan peserta didik		Sabaruddin Siregar
10				
11		Pembinaan kompetensi profesional guru Sains oleh kepala Madrasah dalam		Rosfikhwati Fatma
12		pengintegrasian ilmu di MAN kab. Kampar		
13				
14				
15				

Pekanbaru, 4 April 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA: Muhammad Ramadhan Arif
 NIM: 21790115730
 PROGRAM: Pascasarjana
 PRODI: Pendidikan Agama Islam
 KONSENTRASI: Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20/3/18	Wasiat wajibah menurut pemikiran Ibnu Hazam		Busihai
2				
3		Kedudukan saksi litar wakaf menurut kompilasi hukum Islam		Ramli
4		dengan perspektif Fatah Imam Syafii		
5				
6		Hadits tentang q21 ditinggal dari takhrir Fatah dan kesetiaan		Hutut Sarkis
7				
8				
9				
10				
11				
12				
13				
14				
15				

Pekanbaru, 20 Maret 2018.
 Direktur,

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 NIP. 19611230 198903 1 002

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA Muhammad Ramadhan Arif
NIM 21790115730
PROGRAM Pascasarjana
PRODI Pendidikan Agama Islam
KONSENTRASI Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20/2/18	Problematisasi pelaksanaan akad nikah ditingkat dari perspektif Hukum Islam		sy'ailb
2				
3		Hukum merikahi perempuan hamil menurut Abu Hanifah dan Ahmad bin Hambat		Kalandri Spaura
4				
5		Hukum mengabdikan shobit yang ditinggalkan tanpa uzur studi perbandingan pendapat Imam As-Syafi'i dengan pendapat Ibnu Famiyah		OKPendi
6				
7				
8		Kedudukan perkawinan dan perceraian dibawah tangan ditingkat dari kompilasi Hukum Islam dan Peraturan perundang-undangan yang berlaku di Indonesia		Amru Husbun
9				
10				
11				
12				
13				
14				
15				

Pekanbaru, 20 Maret 2018.
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA: Muhammad Ramadhan Arif
NIM: 21790115730
PROGRAM: Pascasarjana
PRODI: Pendidikan Agama Islam
KONSENTRASI: Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20/3/18	Model praktik Bisnis dan Ekonomi Periode klasik (sebuah Tinjauan Historis)	~	Jasman
2				
3		Analisis Tata kelola Program Penyediaan air minum dan sanitasi berbasis masyarakat di kabupaten Kampar (studi tinjauan Zulfah)	~	wan alfi
4				
5				
6		Model pembiayaan Haji dan umrah sistem multi level marketing pada perusahaan Travel Arminireka Pekanbaru	~	M Sairi Faidar
7				
8				
9		Model penerapan kewirausahaan dan Bisnis pada pondok pesantren di Pekanbaru	~	Umarkhot tarmisi
10				
11		Model Transaksi jual beli online di tinjauan dari perspektif ekonomi syariah	~	Rida Rizka
12				
13				
14				
15				

Pekanbaru, 20 Maret 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

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NAMA: Muhammad Ramadhan Anif
NIM: 21790115730
PROGRAM: Pascasarjana
PRODI: Pendidikan Agama Islam
KONSENTRASI: Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20/3/18	A comparative study of the effect directed listening thinking activity and story telling technique toward students' listening comprehension		Andri Winata
2				
3		The effect of using roleplay on students' speaking ability and their motivation at Junior High School in Bangkinang		Indri Kera
4				
5		An item analysis of the English summative test on the difficulty level, discriminating power and distractor efficiency at language development centre of UIN Suska Riau		Hasni Rahoni
6				
7		The influence of using vocabulary knowledge on reading comprehension and writing ability		Tanty Yumaita
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Pekanbaru, 20 Maret 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Muhammad Ramadhan Arif
NIM : 217910115730
PROGRAM : Pascasarjana
PRODI : Pendidikan Agama Islam
KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20/3/18	Metode dakwah Rasulullah SAW terhadap anak-anak (studi analisis) hadits dalam kitab adab Al-mufrat		Surbakti Amin
2				
3				
4		Zhalim dalam perspektif Al-qur'an tela'ah terhadap kata A2-Zhalim dalam tafsir Al-munir		Rispam Effendi
5				
6		Kualitas hadis dalam kitab Fathul Majid Syarif Al-Durr A2-Farid El qaid ahli al taahid karya Muhammad Nabawi al-bantani (studi kritik sanad dan matan)		Butman
7				
8				
9		Rangsang tulang manusia dalam Al-qur'an (kajian Izarul Ulmi)		Ankimi binti Muhammad
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Pekanbaru, 20 Maret 2018.
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA Muhammad Ramadhan Arif
 NIM 21790115730
 PROGRAM Pascasarjana
 PRODI Pendidikan Agama Islam
 KONSENTRASI Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20/3/18	konsep pendidikan keluarga berdasarkan hadits Rasulullah (suami kepada istri dan anak)		Murhadi
2				
3		Nilai-nilai pendidikan karakter dalam novel Bulan Terbelah di		Yusuf Royha
4		Langit Amerika perspektif pendidikan Islam		
5				
6		Nilai-nilai pendidikan Agama Islam dalam pemikiran Syekh Muhammad Arsyad Al-Banjari serta relevansinya terhadap pendidikan Islam		Karyawati
7				
8				
9		Metode Pendidikan akhlak tinggah kitab adab Al-murad karya Imam Bukhari		Hery Kuswanto
10				
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13				
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15				

Pekanbaru, 20 Maret 2018
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA: Muhammad Ramadhan Arif
NIM: 21790115730
PROGRAM: Pascasarjana
PRODI: Pendidikan Agama Islam
KONSENTRASI: Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	1 Maret 2018	Pengaruh lingkungan dan fasilitas kerja terhadap efektivitas kerja guru madrasah aliyah kecamatan kampar kabupaten kampar		M. Syukur
2				
3		Rembeleragan sample pada kurikulum 2013 dalam perspektif Alquran		Elah Afrida
4				
5		Sikap toleransi beragama dit kalangan Siswa SMA Negeri Sekelamatan Bengkalis		M. kharul Fari
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Pekanbaru, 1 Maret 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Muhammad Ramadhan Arif
 NIM : 21790115730
 PROGRAM : Pascasarjana
 PRODI : Pendidikan Agama Islam
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	6 Februari 2018	The concept of Islamic English for Moslem (A study of Ismail Raji, "Al-Farugi's book toward Islamic English)		Elis Nurwapa
2	Selasa	The Effect of using CALLA on students' speaking and writing skills at Junior High School Muhammadiyah 2 Pekanbaru		Nouval Ewardi
3	4 00 -	An Analysis of phonetic : English sound of letter and alphabet song for the first grade of elementary school		Arma Hafani
4		A content analysis of reading materials in look a head : Textbook for Senior High School or tenth grade students		Endah Haidhani
5		The Influence of using electronic photokopi on speaking performance at State Islamic Senior High School Pekanbaru		Herani Saputri
6		The Analysis of descriptive text found in English textbook "when English rings a bell at Junior High School for seventh grade		Atfi Reni
7		The Influence of Phonological Awareness toward bilingual preschooler and reading preschool in the payung Sekeloa District		Jumerli Arianti
8		The Effect of using summarization technique of English Teaching on students' Reading comprehension and student's motivation in SMP Al-tamimi		Restu Nelsia
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Pekanbaru, 6 Februari 2018
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA: Muhammad Ramadhan Arif
NIM: 21790115730
PROGRAM: Pascasarjana
PRODI: Pendidikan Agama Islam
KONSENTRASI: Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	6 Februari 2018	Analisis Faktor yang mempengaruhi Penjualan Reasuransi Syariah pada PT. Asuransi Fatahillah Keluarga RO Riau Agency Pekanbaru		Emmyanis
2	6 Februari 2018	Pengaruh pengetahuan etika bisnis Islami dan religiusitas terhadap perilaku pebinggung makmur saringan sekolah di lingkungan SDN Pekanbaru		Rahayu
3	08.00 - 12.00	Pengaruh intensif terhadap kinerja PNS dengan disiplin kerja sebagai variabel moderating (studi kasus di lingkungan kantor kecamatan Kota Inhu)		Nur Fathmah
4		Pengaruh sistem bagi hasil deposito mudorabah dan kualitas pelayanan terhadap loyalitas nasabah PT. Bank Bait Syarah Pekanbaru		M. Syarifudin
5		Pengaruh etika bisnis Islam terhadap perilaku pebinggung pagar transkriptasi dengan keprilaku sebagai variabel moderating		Murnanah Masnun
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Pekanbaru, 6 Februari 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PROGRAM PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. K.H. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX.1004
Phone & Facs, (0761) 858832, Site : <http://uin-suska.ac.id> E-mail : pps_uinsuskariau@gmail.com

Nomor : 1143/Un.04/PPs/PP.00.9/2019

Pekanbaru, 2 Mei 2019

amp. : 1 berkas

Perihal : Penunjukan Pembimbing Utama dan
Pembimbing Pendamping Tesis Kandidat Magister

Kepada Yth.

1. Abdul Hadi, S.Pd., MA, PhD (Pembimbing Utama)
2. Drs. H. Promadi, MA., Ph.D (Pembimbing Pendamping)

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n.:

Nama	: Muhammad Ramadhan Arif
NIM	: 21790115730
Program Pendidikan	: Magister/Strata Dua (S2)
Program Studi	: Pendidikan Agama Islam
Semester	: IV (empat)
Judul Tesis	: The Influence of Reading Interest and Self-Efficacy on Students' Reading Comprehension of The Tenth Grade at Islamic Senior High School As-Shofa Pekanbaru

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

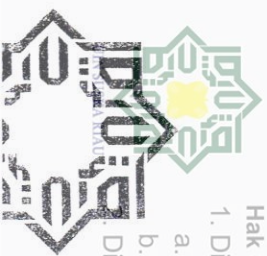
1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian; dan
4. Perbaikan tesis setelah Ujian Tesis.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,

Prof. Dr. Afrizal M, MA
NIP. 19591015 198903 1 001



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PROGRAM PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. K.H. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 1618/Un.04/PPs/PP.00.9/2019
Lamp. : 1 berkas
Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Pekanbaru, 10 Juli 2019

Kepada Yth.

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau

Di
Pekanbaru

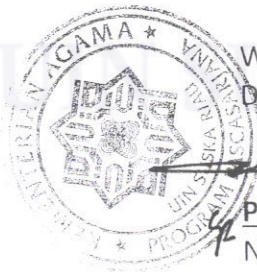
Dengan hormat,

Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Sau-dara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Muhammad Ramadhan Arif
NIM	: 21790115730
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: V (Lima)
Judul Tesis	: The Influence of Reading Interest and Self-Eficacy on Students' Reading Comprehension of The Tenth Grade at Islamic Senior High School As-Shofa Pekanbaru

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang diperlukannya dari SMA Islam As-Shofa Pekanbaru.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam
Direktur,

Prof. Dr. Afrizal M, MA

NIP. 19591015 198903 1 001

SUSKA RIAU

Nomor
Lamp.
Perihal

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip atau menjiplak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
Dilarang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU



PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau

Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU

Email : dpmptsp@riau.go.id

Kode Pos : 28126

REKOMENDASI

Nomor ; 503/DPMPTSP/NON IZIN-RISSET/24346
TENTANG



032010

PELAKSANAAN KEGIATAN RISSET/PRA RISSET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca at Permohonan Riset dari : Direktur Program Pascasarjana UIN Suska Riau, Nomor : 8/Un.04/PPs/PP.00.9/2019 Tanggal 10 Juli 2019, dengan ini memberikan rekomendasi kepada:

1. Nama : MUHAMMAD RAHADHAN ARIF
2. NIM / KTP : 21790115730
3. Program Studi : PENDIDIKAN AGAMA ISLAM
4. Konsentrasi : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S2
6. Judul Penelitian : THE INFLUENCE OF READING INTEREST AND SELF-EFFICACY ON STUDENTS' READING COMPERHENSION OF THE TENTH GRADE AT ISLAMIC SENIOR HIGH SCHOOL AS-SHOFA PEKANBARU
7. Lokasi Penelitian : SMA ISLAM AS-SHOFA PEKANBARU

Dengan ketentuan sebagai berikut:

Tidak melakukan Kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.

Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.

Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 16 Juli 2019



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

ibusan :
ampaikan Kepada Yth :

Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
Yang Berhubungan

State Islamic University of Sultan Syarif Kasim Riau



PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 18 JUL 2019

No : 800/Disdik/1.3/2019/8960
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada
Yth. Kepala SMA Islam AS-SHOFA
Pekanbaru
di-
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/24346 Tanggal 16 Juli 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : MUHAMMAD RAHADHAN ARIF
NIM : 21790115730
Program Studi : PENDIDIKAN AGAMA ISLAM
Konsentrasi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S2
Alamat : PEKANBARU
Judul Penelitian : THE INFLUENCE OF READING INTEREST AND SELF-EFFICACY ON STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT ISLAMIC SENIOR HIGH SCHOOL AS-SHOFA PEKANBARU
Lokasi Penelitian : SMA ISLAM AS-SHOFA PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



AHYU SUHENDRA, SE

NIP. 19711209 200012 1 006

Tembusan:
Direktur Program Pascasarjana UIN Suska Riau

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

No: 306.09/SMAI-Yasfa/S. Ket/XI /2019

Saya yang bertanda tangan di bawah ini :

nama : Hj. Eli Agustina, M.Pd.
nomor induk guru : 96.1417.73
jabatan : Kepala SMA Islam As-Shofa Pekanbaru
alamat sekolah : Jl. Tuanku Tambusai – Jl. Raya As-Shofa
Kec. Payung Sekaki Pekanbaru Riau

dengan ini menerangkan bahwa :

nama : Muhammad Rahadhan Arif
nomor induk mahasiswa : 21790115730
program studi : Pendidikan Agama Islam
Konsentrasi : Pendidikan Bahasa Inggris
Judul Penelitian : The Influence of Reading Interest and Self-Efficacy on Students' Reading Comprehension of the Tenth Grade at Islamic Senior High School As-Shofa Pekanbaru

telah melaksanakan penelitian untuk penulisan Tesis dalam penyelesaian tugas akhir kuliah.
Penelitian telah dilaksanakan dari bulan Oktober sampai dengan November 2019.

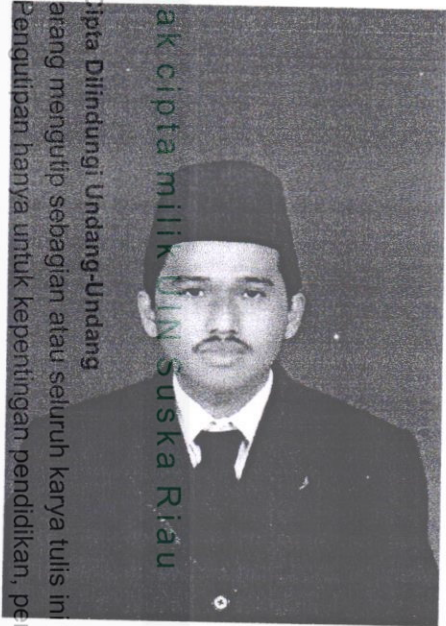
Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 13 November 2019
Kepala Sekolah


Hj. Eli Agustina, M.Pd.



CURRICULUM VITAE



PERSONAL INFORMATION

Name	: Muhammad Ramadhan Arif
Place of Birth	: Pekanbaru
Date of Birth	: February 27 th 1995
Address	: Fajar 2 Street No. 17 Kel. Labuhbaru Barat Kec. Payung Sekaki
Phone Number	: 081268446655
Email	: adhanarif4@gmail.com
Nationality	: Indonesian

EDUCATION BACKGROUND

Thesis Title (S2)	: The Influence of Reading Interest and Self-Efficacy on Reading Comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru
Thesis Title (S1)	: The Use of Adapted Materials: Its Effect on Students' Reading Comprehension in Narrative Text at Islamic Junior High School As-Shofa Pekanbaru

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2. Dilarang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan harus menyebutkan sumber.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

- : Strata-1 Program (Bachelor) (S1/S.Pd.) at Faculty of Education and Teacher Training, English Education Department at State Islamic University (UIN) of Sultan Syarif Kasim Riau
- : MAN 2 MODEL Pekanbaru
- : As-Shofa Islamic Junior High School Pekanbaru
- : As-Shofa Islamic Elementary School Pekanbaru

COURSE/TRAINING PROGRAM

- : LTI English Course

LANGUAGE SKILLS

- Mother Language : Indonesian
- Other Language : English

OPERATIONAL SKILLS AND COMPETENCE

- : Tour Guide IMT-GT Event
- : Coordinator of Religion Division of Student Association of English Education Department (SAEED) of UIN SUSKA Riau
- : Committe of the LED 1st International Conference
- : Member of ROHIS MAN 2 Model Pekanbaru
- : Member of Student Council As-Shofa Islamic Junior High School Pekanbaru

WORKING EXPERIENCES

- : Private English Teacher
- : Jasa Pembuatan Sertifikat SKA & SKT